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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide for grade 3 contains seven lessons on bicycles and an appendix on conducting a bicycle rodeo. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and the traffic/pedestrian environment; instructions for using this program, explaining evaluation methods; Arizona laws and Mesa city ordinances governing bicycle operation; and general rules for bicycle safety. The lessons cover the following subjects: bicycle fit and maintenance; care and use of brakes; rules for safe bicycling; mixing with traffic; security for bicycles not in use; and courtesy. The appendix gives information on conducting bicycle rodeos, covering the topics of sponsors, technical assistance, and planning. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include demonstrations, reading assignments, class discussions, drawing, and role playing. (ELG)

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ARIZONA

TRAFFIC SAFETY EDUCATION

ED159487

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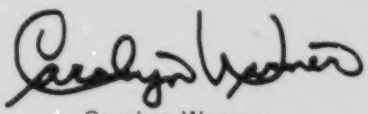
CE 018 197

BICYCLE SAFETY

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

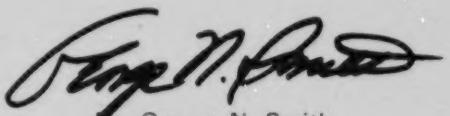
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

BICYCLE SAFETY – THIRD GRADE

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INTRODUCTION*

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example:* The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

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*NOTE: The general information on the first eight basic highway safety concepts is the same as in the *Introduction* to the Pedestrian Safety Lessons. When teaching bicycle safety to elementary students, consider the additional information in Concept No. 9.

5. The highway user may be experiencing problems, such as:

   Poor eyesight

   Under the influence of alcohol or drugs

   Low angle of the sun, a.m. or p.m.

   Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

   There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

   Under no circumstance should we assume the Right of Way until the other highway user yields it.

   The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. Sidewalks are constructed primarily for pedestrians, and streets, highways, and related facilities were established primarily for vehicles. This is done to establish a smooth flow of traffic and create a safety margin or separation between pedestrian traffic and vehicle traffic. The bicycle, however, holds a unique position, because it is a mode of transportation which is used in the street but in many locals may be, and sometimes is encouraged to be, ridden on the sidewalk. Therefore, *when the pedestrian or bicyclist moves from the sidewalk into the street or highway environment, he is moving into a highly hostile and hazardous environment which puts the responsibility on the pedestrian or bicyclist to mix safely with traffic.*

   Also, *when riding on the sidewalk, the bicyclist must accept the responsibility for the safety of the pedestrians and be willing to adjust his travel both in direction and speed to assure a pedestrian's safety.* In other words, the bicyclist must be willing to yield the right of way at all times to a pedestrian.

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the children's survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

LAWS REGARDING OPERATION OF BICYCLES

AND PLAY VEHICLES

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

28-812. Traffic laws apply to persons riding bicycles

Every person riding a bicycle upon a roadway shall be granted all the rights and shall be subject to all duties applicable to the driver of a vehicle by this chapter, except as to special regulations in this article, and except as to those provisions of this chapter which by their nature can have no application.

28-813. Riding on bicycles

A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

28-814. Clinging to vehicles

No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycles has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA DEPARTMENT OF TRANSPORTATION
Office of Highway Safety
1655 West Jackson Street
Phoenix, Arizona 85007

10-1-16 Traffic laws applicable to persons riding bicycles:

Every person riding a bicycle upon a roadway in the City of Mesa shall be granted all of the rights and shall be subject to all of the duties applicable to vehicles or by the traffic laws of this City of Mesa applicable to the driver of a vehicle, except as to special regulations herein and except as to those provisions of law which by their nature can have no application.

10-1-17 Obedience to traffic-control devices:

Any person operating a bicycle shall obey the instructions of official traffic-control signals, signs, and other control devices applicable to vehicles, unless otherwise directed by a police officer.

Whenever authorized signs are erected indicating that no right or left or U turn is permitted, no person operating a bicycle shall disobey the direction of any such sign, except where such person dismounts from the bicycle to make such turn, in which event such person shall then obey the regulations applicable to pedestrians.

10-1-18 Riding on roadways and bicycle paths:

Every person operating a bicycle upon a roadway shall ride as near to the right hand side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

Persons riding bicycles upon a roadway shall not ride more than two (2) abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

10-1-19 Speed:

No person shall operate a bicycle at a speed greater than is reasonable and prudent under the conditions then existing.

10-1-20 Emerging from alley or driveway:

The operator of a bicycle emerging from an alley, driveway, or building, shall upon approaching a sidewalk or the sidewalk area extending across any alleyway, yield the right-of-way to all pedestrians approaching on said sidewalk or sidewalk area, and upon entering the roadway shall yield the right-of-way to all vehicles approaching on said roadway.

10-1-21 Clinging to vehicles:

No person riding upon any bicycle shall attach the same or himself to any vehicle upon a roadway.

10-1-22 **Carrying articles:**

No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one (1) hand upon the handle bars.

10-1-23 **Parking:**

No person shall park a bicycle upon a street other than upon the roadway against the curb or upon the sidewalk in a rack to support the bicycle or against a building or at the curb, in such a manner as to afford the least obstruction to pedestrian traffic.

10-1-24 **Riding on sidewalks:**

No person shall ride a bicycle upon a sidewalk within a business district.

The Chief of Police is authorized to erect signs on any sidewalk or roadway prohibiting the riding of bicycles thereon by any person and when such signs are in place no person shall disobey the same.

10-1-25 **Lamps and other equipment on bicycles:**

Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type which shall be visible from all distances from fifty feet (50') to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500 feet to the rear may be used in addition to the red reflector.

No bicycle shall be equipped with nor shall any person use upon a bicycle any siren or whistle.

Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement. (Res. No. 860 10-19-1948)

10-1-26 **Unlawful acts:**

It shall be unlawful for any person to fail to register and secure license for any bicycle owned by such person, or to violate any of the provisions of the City of Mesa Bicycle Code, as stated herein, providing for the registration, licensing, and regulation of all bicycles operated in the Municipality.

That the parent of any child or the guardian of any ward shall not authorize or knowingly permit any such child or ward to violate any of the provisions of this chapter.

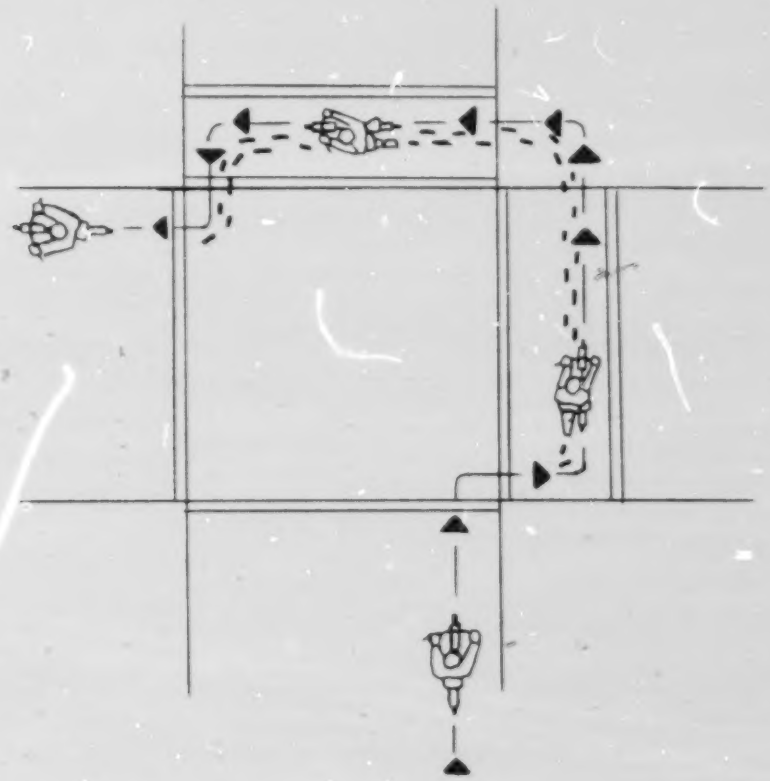
Every person convicted of a violation of any provision of this Chapter shall be punished by a fine of not more than $300, or by imprisonment in the City Jail for not more than six (6) months or both, or by impounding of such person's bicycle for a period of not to exceed 60 days. Ird. No. 227 10-19-1948

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.

BICYCLE SAFETY – THIRD GRADE

LESSON ONE

"PROPER BICYCLE FIT"

OBJECTIVE ONE

Given a picture of a bicycle and several sizes of children, the student will select the child who fits the bicycle.

KEY POINTS

1. Bicycles to be ridden safely must fit the person riding the bicycle.
2. Bicycle selection should be based upon the following items:
   a. Age of child
   b. Leg length of child
   c. Frame and wheel size
3. For proper fit and balance, the rider needs:
   a. Correct bicycle size
   b. Correct seat adjustment
   c. Correct handlebar adjustment

NOTE: If this material is new to students, you may want to teach this lesson over two days – one on bicycle types and one on bicycle size.

MATERIALS NEEDED

The pictures accompanying this lesson, or transparencies made from them. (Activity 1)

Arrange to have three bicycles of different wheel size available. If not possible, have one bicycle. (Activity 2)

The letter to the parents and "Proper Size" diagram accompanying this lesson. (Activity 3)

Enough copies of the assessment item for each student.

Additional Resource Material

The following may be used to introduce Bicycle Safety lessons or any time during the teaching of Bicycle Safety:

I'm No Fool With a Bicycle. Ten-minute color film featuring Jiminy Cricket.

Free loan from:
Special Services Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

I'm No Fool With a Bicycle. Sound-filmstrip No. 1, from Disney series, *I'm No Fool With Safety.*

For information, write or call:
WALT DISNEY EDUCATIONAL MEDIA COMPANY
800 Sonora Avenue
Glendale, California 91201
Tel: 800-423-2555

"Bicycle Safety," a set of nine Disney study prints in color. Walt Disney Education Media Company, address above.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the pictures of the different examples of bicycles and fit. Have the students identify the correct and incorrect bicycle fit in each picture. (For reference, see "Proper Bicycle Fit" and "Proper Adjustment" information in the letter to parents.)

2. Arrange to have three bicycles of different wheel size in the classroom or at the bicycle rack. (If necessary, one bicycle may be used.) Have students determine which bicycle they think would fit them and form a group by that bike. Then they take turns straddling that bike while other students determine if frame size is right and whether handlebars and seat are, or could be, adjusted to fit.

   If only one bicycle has been obtained, have students determine whether the bicycle fits, or is too large, or too small, for each class member. If the bicycle frame fits, should the seat or handlebars be adjusted upward? – downward?

   Discuss. Have students note that not all class members may ride the same size bicycle even though they are the same age. And not all students who ride a bicycle of the same wheel and frame size should have the same seat and handlebar adjustments for proper fit.

3. As a take home activity, have each student measure his bicycle and report back to the class as to whether or not he has a proper fitting bicycle. Accompany this assignment with the letter to the parents emphasizing the importance of proper fitting bicycles and "Proper Size" diagram.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Take the class outside to the bicycle racks and have them notice that not all bicycles are the same size. Using the groups by which you divided your class for Activity 2, have each group measure a bicycle belonging to a class member, and determine the bicycle size by measuring the frame and wheels. To measure frame, measure from the seat lug at the top of the seat tube to the center of the sprocket wheel size; measure diameter.

   Upon returning to the classroom, have several students report on their group's recordings, and which member of their group would come the nearest to fitting the bicycle.

5. To further test the student's ability and to challenge them, have your class convert their bicycle sizes to the metric system measurements. Have your class pretend that they are in a European country and wish to purchase a bicycle but the measurements are the metric system.

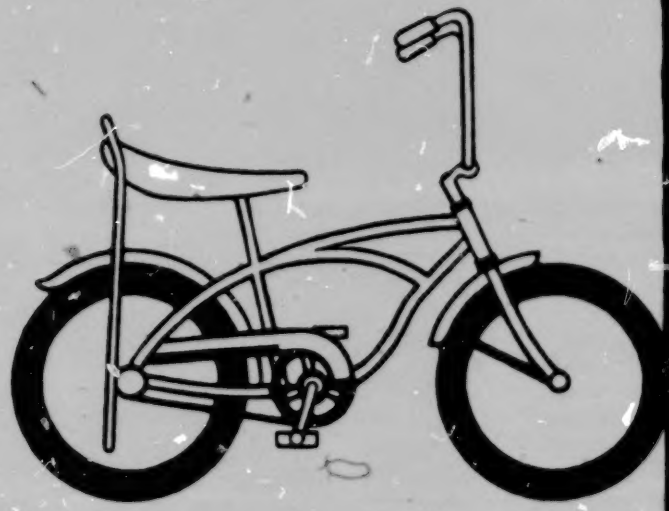
SUMMARY

Remind the students that in order to ride a bicycle safely, the bicycle must fit the person riding it.

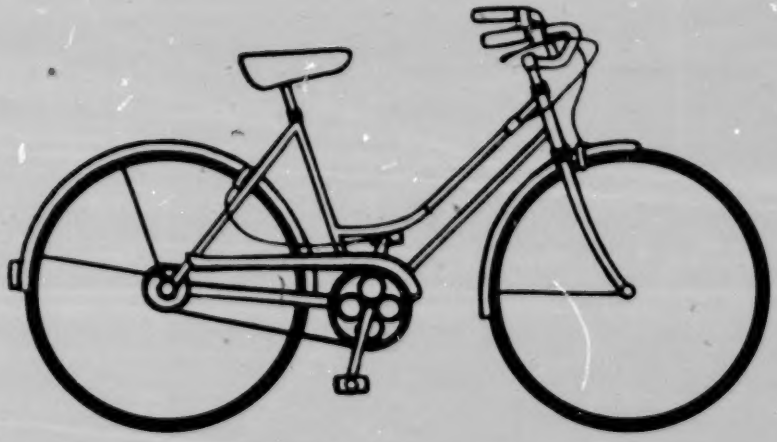
ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item and instruct the students to note the size of the bicycle shown in the picture. They are to circle the child who is the right size to safely ride the bicycle. (The middle boy is the correct size. He could straddle the top bar comfortably and mount and dismount easily.) Collect the assessment items and complete the assessment checklist so you can identify and give assistance to those students who need further instruction.

MIDDLEWEIGHT



HIGH-RISE



LIGHTWEIGHT

BICYCLE TYPES

BASIC BICYCLE TYPES

1. Middleweight: designed for a soft ride, easier balance. Strong heavy frame, large thick tires, foot brakes, ability to withstand hard use. Good for beginners.

2. Lightweight: designed for speed and distance. Light frame and tires plus three or more speeds make handling easier and more complicated. Because this bicycle has handbrakes and hand size may not be large enough or hand squeeze strong enough, it is not recommended for young bicyclists. Handlebar grips must be kept in line with the rear axel as they are designed that way and it is dangerous to turn the handlebars. Experience is needed for safe handling.

3. Highrise (Sting-Ray, Spider): designed mostly for neighborhood fun riding because it maneuvers and turns easily. Small wheels, high handlebars, long banana seat. Not recommended for bike drivers with less than 3 years experience. If beginners must have one, purchase one with foot brakes and without gears. The hands of a young child are often not large enough and hand squeeze is not strong enough to operate hand brakes efficiently. Make sure handlebar grips are positioned for comfortable turning, not out too far in front. Experience is needed for safe handling.

BICYCLE FRAME SIZE

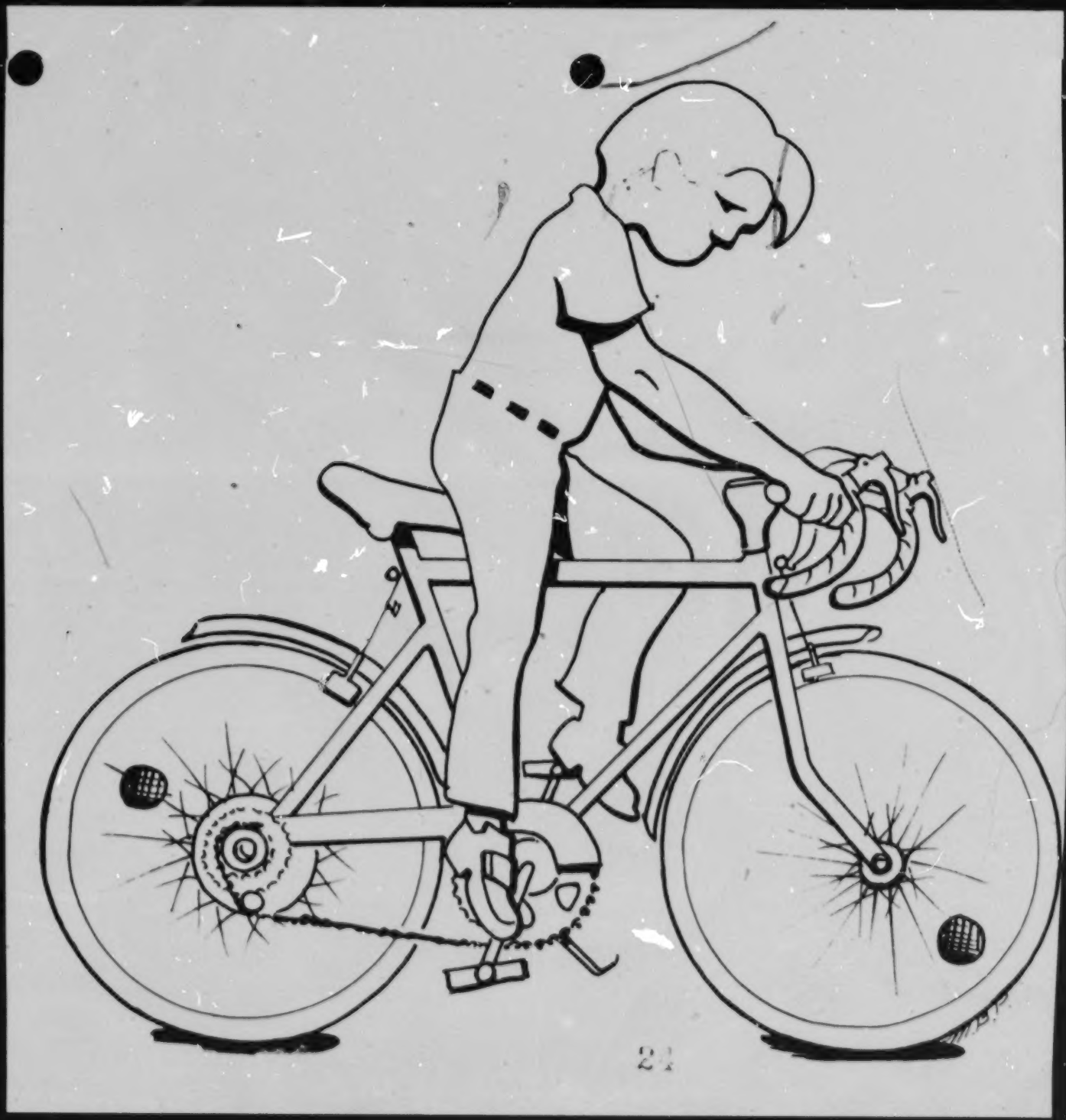
Driver must be able to straddle the top bar of the men's bicycle comfortably when standing with both feet on the ground, and mount or dismount easily.

Driver's toes should touch the ground while straddling the seat.

Proper Adjustment

The seat of the bicycle should be adjusted no higher than the top of the driver's hip. At least two inches (2") of the seat post must remain inside the frame after adjustment.

Handlebar grips should be approximately the same height as the seat but never higher than the driver's shoulders on any bicycle, and positioned for comfortable turning.



Dear Parents,

Many children in your child's age group want to ride a bicycle. There is no way to eliminate all the risks involved in driving any two-wheeled vehicle. However, selecting a bicycle to fit the child in size and ability, and assisting him in learning to ride in a safe learning area can help prevent accidents.

Purchasing a bike that is too big, or allowing a youngster to share a bike that fits a taller brother or sister, can increase the chance of accidents. The fact that instability of the bicyclist is increased with improper fit and a young child has not yet developed proficient motor coordination creates a very hazardous combination.

PROPER BICYCLE FIT

To determine proper wheel and frame size, measure the leg length of the child from crotch to floor (in stocking feet) and match with wheel size on the chart below. A general rule of thumb for bicycle fit is as follows. ages 3-5, a 16-inch bicycle; 6-10, a 20-24 inch bicycle; and 11 and over, a 26-inch bicycle.

Size of bicycle for average child:

Leg Length	Age	Frame* Size	Wheel Size
16-21	3-5		16"
20-25	6-10		20"
26-28	8-10	17-19	20-24"
28& over	11& over	19-26	26-27"

*The proper frame size allows the rider to straddle the top tube or bar comfortably, and mount or dismount easily. The frame is measured from the seat lug at the top of the seat tube to the center of the sprocket wheel.

PROPER ADJUSTMENT

The seat should be no higher than the top of a child's hip. Handle-bar grips should be approximately the same height as the seat but never higher than the rider's shoulders on any bike, and positioned for comfortable turning.

SAFE AREAS

The safest places for children to learn to ride a bicycle are in areas away from traffic or with very little traffic. The backyard, the school playground, a nearby park, or an uncrowded sidewalk next to a street with very little traffic are good learning places. Use of training wheels can help youngsters learn to ride quickly and easily. Children learning to ride should be supervised at all times.

BICYCLE TYPES

There are three basic types of bicycle:

1. High-Rise (Sting-Ray, Spider) mostly for fun riding. Small wheels, high handlebars, long banana seat. Experience is needed for safe handling. Not recommended for bike drivers with less than 3 years experience. If beginners must have one, purchase one with foot brakes and without gears. (Hand squeeze is often not strong enough at this age level to operate hand brakes.) Make sure handlebar grips are positioned for comfortable turning, not out too far in front.

2. Middleweight-for a safe ride, easier balance. Strong heavy frame, large tires, foot brakes, ability to withstand punishment. Good for beginners.

3. Lightweight-for the mature rider. Light frame and tires plus three or more speeds make handling more complicated; experience is needed for safe handling. Keep handlebar grips in the position recommended by the manufacturer, with the handlegrips on the bottom pointed towards the rear. They are designed that way and it is dangerous to turn the handlebars. (Because this bicycle has hand brakes, and hand size may not be large enough or hand squeeze strong enough, this bicycle is not recommended for young bicyclists.)

Using the chart for "Proper Bicycle Fit" and "Proper Adjustment" information, please help your child measure his bicycle frame and wheel size and his inseam to check for proper fit and adjustment. Make adjustments if necessary. We appreciate your cooperation in promoting safe bicycling.

_____
Teacher

Date_____

My child and I have checked his/her bicycle for proper fit and adjustment.

Signed_____

BI-III

PROPER SIZE

When the rider sits on the saddle with the ball of one foot on the low pedal and grasps the handlebars as though riding, the following should be noted:

A. The leg with foot on the low pedal is bent slightly at the knee when the ball of the foot is pressing on the pedal.

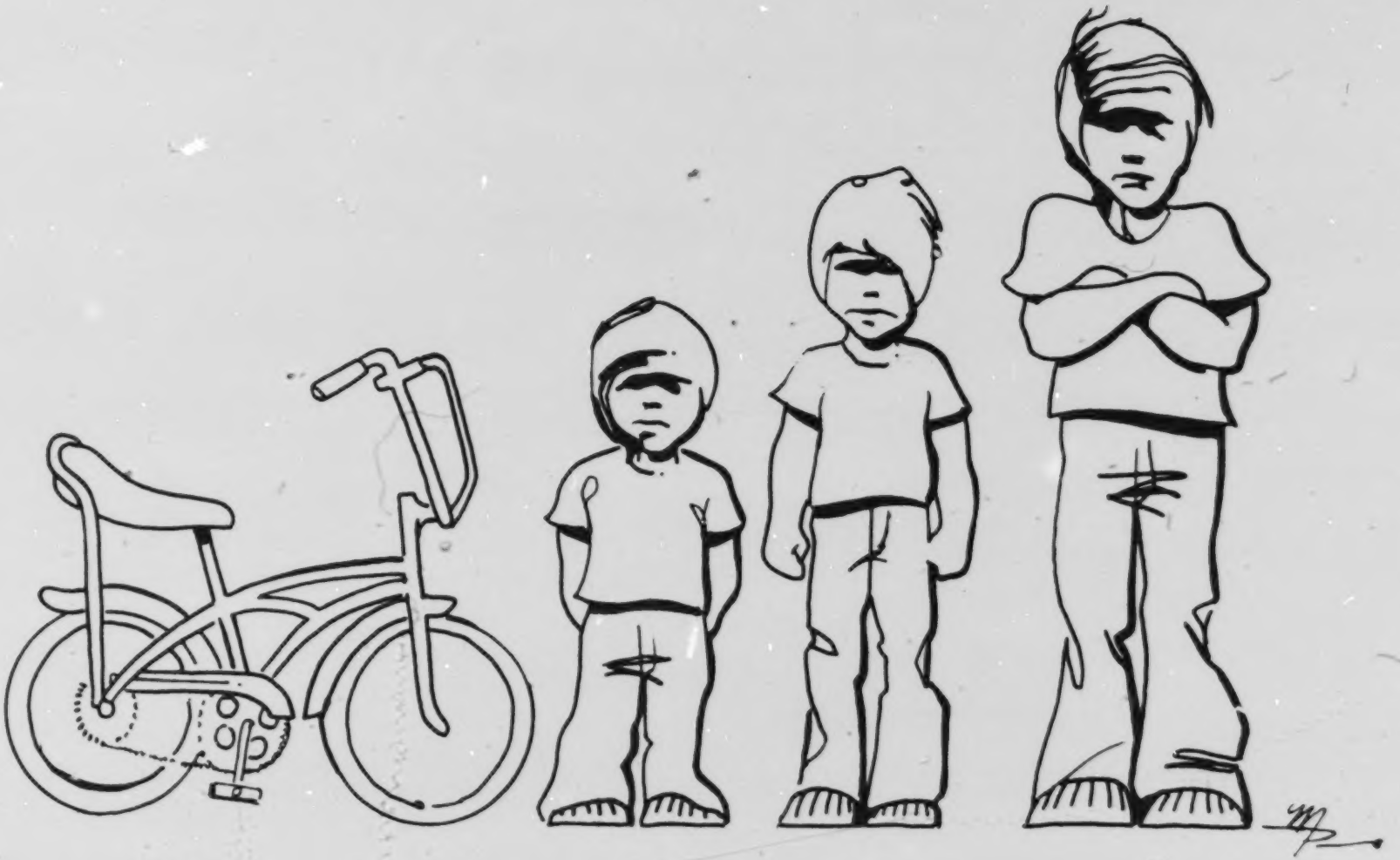
B. The seat is parallel to the ground.

C. The upper part of the body is inclined slightly forward.

D. The handlebar grips are at right angles to the handlebar stem.

Remember there are two questions you need to answer when you select your bicycle.

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?



BICYCLE SAFETY – THIRD GRADE

LESSON TWO

"PROPER BICYCLE CARE"

OBJECTIVE TWO

Given a picture of a bicycle, the student will identify the parts which need adjustment and maintenance for safe riding.

KEY POINTS

1. Bicycles need regular care in order to perform properly.
2. Minor adjustments can be performed by the bicycle operator, such as:
   a. Seat height and tightness.
   b. Handlebar height and tightness and grips.
   c. Minor wheel adjustments, spokes.
   d. Chain adjustments.
   e. Brake adjustments (coaster brakes).
   f. Lubrication – oiling different parts.
   g. Tires – inflate properly and check for leaks or cracks.
3. Broken or missing parts should be replaced or fixed immediately: e.g., pedals, grips, reflectors, etc.

MATERIALS NEEDED

The pictures that accompany this lesson or transparencies made from them. (Activities 1 and 2)

One copy of the bicycle inspection sheet available from the Department of Education (address below), or use "Safety Check Your Bike" attached to lesson. (Activity 2)

Invite a local bicycle shop owner to speak to the class. (Activity 6)

Enough copies of the assessment exercise for each student.

Contact your school Parent-Teacher Organization or other groups about conducting a Rodeo. (Activity 7)

Additional Resource Material

Bicycle Parts Test and Bicycle Inspection Cards are free from:

Driver & Safety Education Division
ARIZONA STATE DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007

"Tire Care Guide" pamphlet. Available from your local Schwinn dealer or:

Schwinn Bicycle Company
1856 North Kostner Avenue
Chicago, Illinois 60639

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the two pictures of the bicycles and riders that are not adjusted properly for the operator. Ask the students to identify what adjustments could be made to help fit the bicycle to the operator. (Seat, handlebars)

   Show the picture of a bicycle with parts listed. Discuss what each part does and how it should be maintained (taken care of).

2. Show the students the pictures of bicycles with missing or broken parts. Have them identify the missing items and those items in need of repair. Give each student a copy of the Bicycle Inspection card or "Safety Check" and have each student inspect his own bicycle. Have them turn in, or report, to the class the next day what items they found in need of repair or replacement.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Take the class outside to the bicycle racks and instruct them to make visual checks of several different bicycles and write down the items they see that are in need of repair or replacement. After returning to class, have the students write a letter to the person who owns the bicycle telling him of the item(s) they found that are in need of care or adjustment.

4. Have several students explain how they take care of their bicycles and what they do if they cannot fix something that is wrong with their bicycle. Who do they ask for help? How often do they inspect their bicycles? — Oil and adjust different parts? Why is it important to do these things?

   "Care of a Bicycle," in lesson, may be used for reference. Or you may want to give each student a copy for use in discussion and/or to take home.

5. Invite a local bicycle shop owner to explain and show students how to do minor repairs, to maintain and adjust a bicycle, preferably using one of the students' bicycles for demonstration.

6. Have a bicycle rodeo at your school. Inspection of bicycles and licensing can be a part of the rodeo. Contact your school Parent-Teacher Organization or a local service club (Optimist, Kiwanis, etc.) about putting on a bicycle rodeo. Suggestions for setting up and conducting a rodeo are included in the Appendix.

SUMMARY

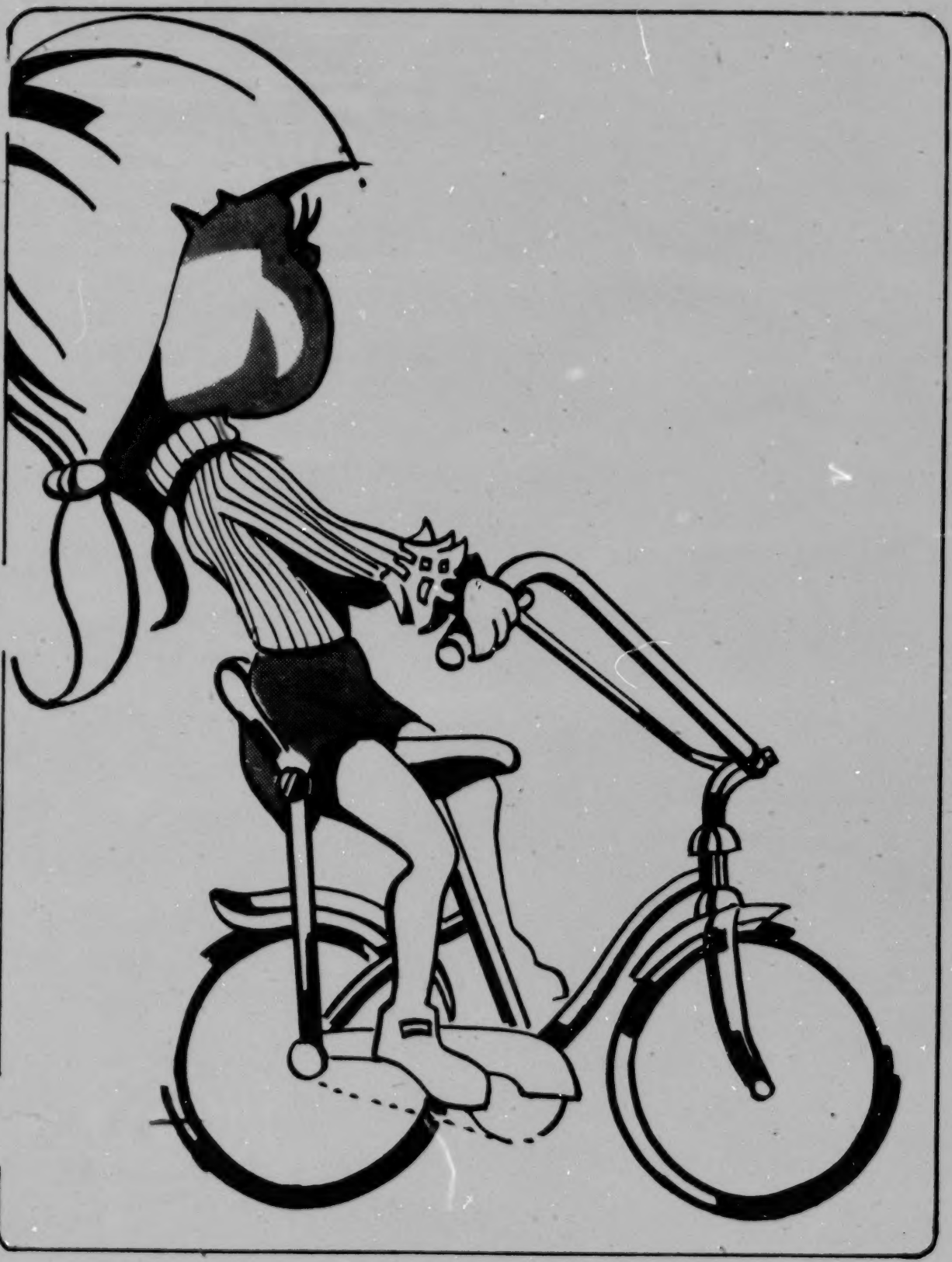
Remind the students that bicycles to be ridden properly need the correct care and adjustments necessary for a safe vehicle.

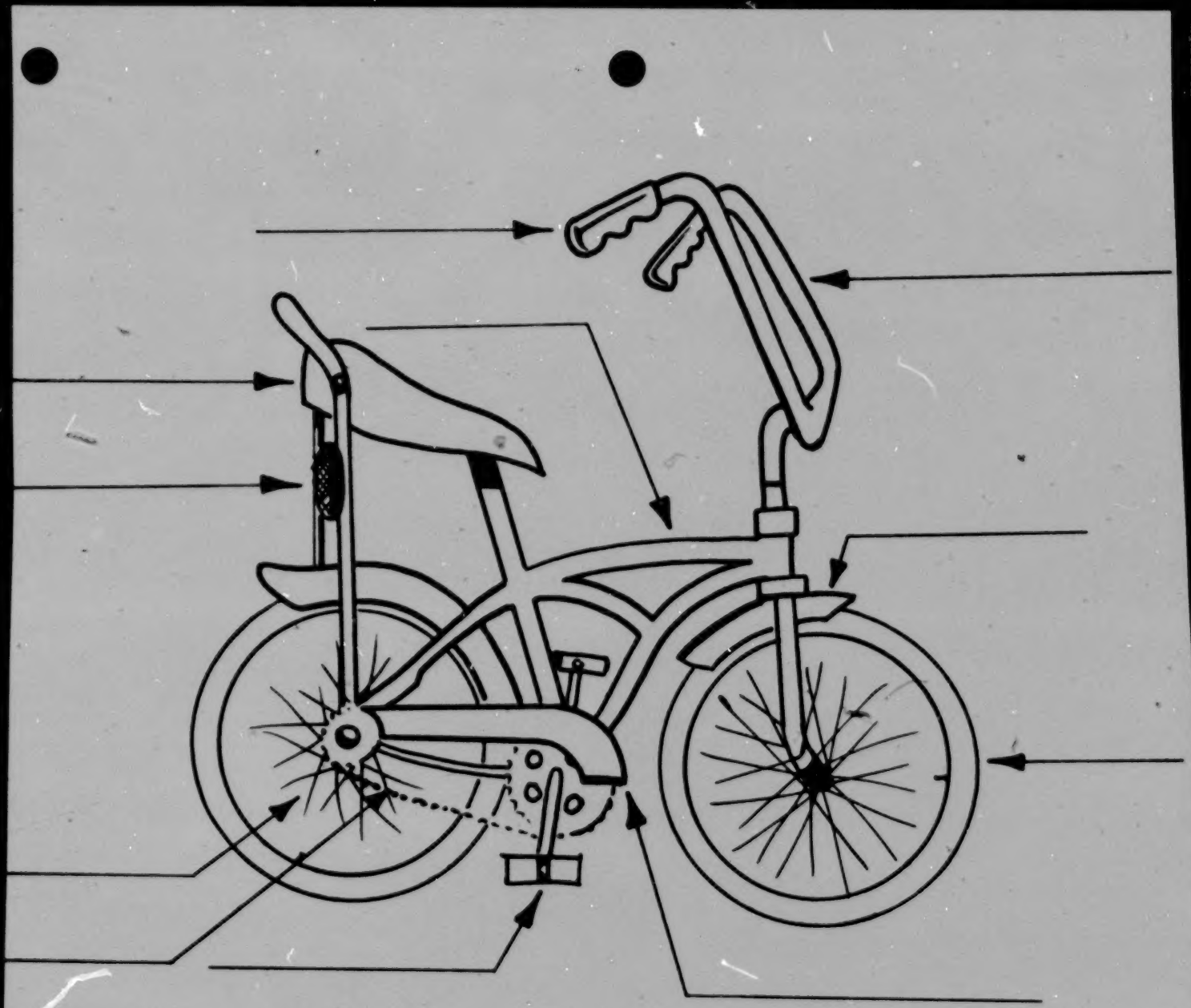
ASSESSMENT PROCEDURE (OPTIONAL)

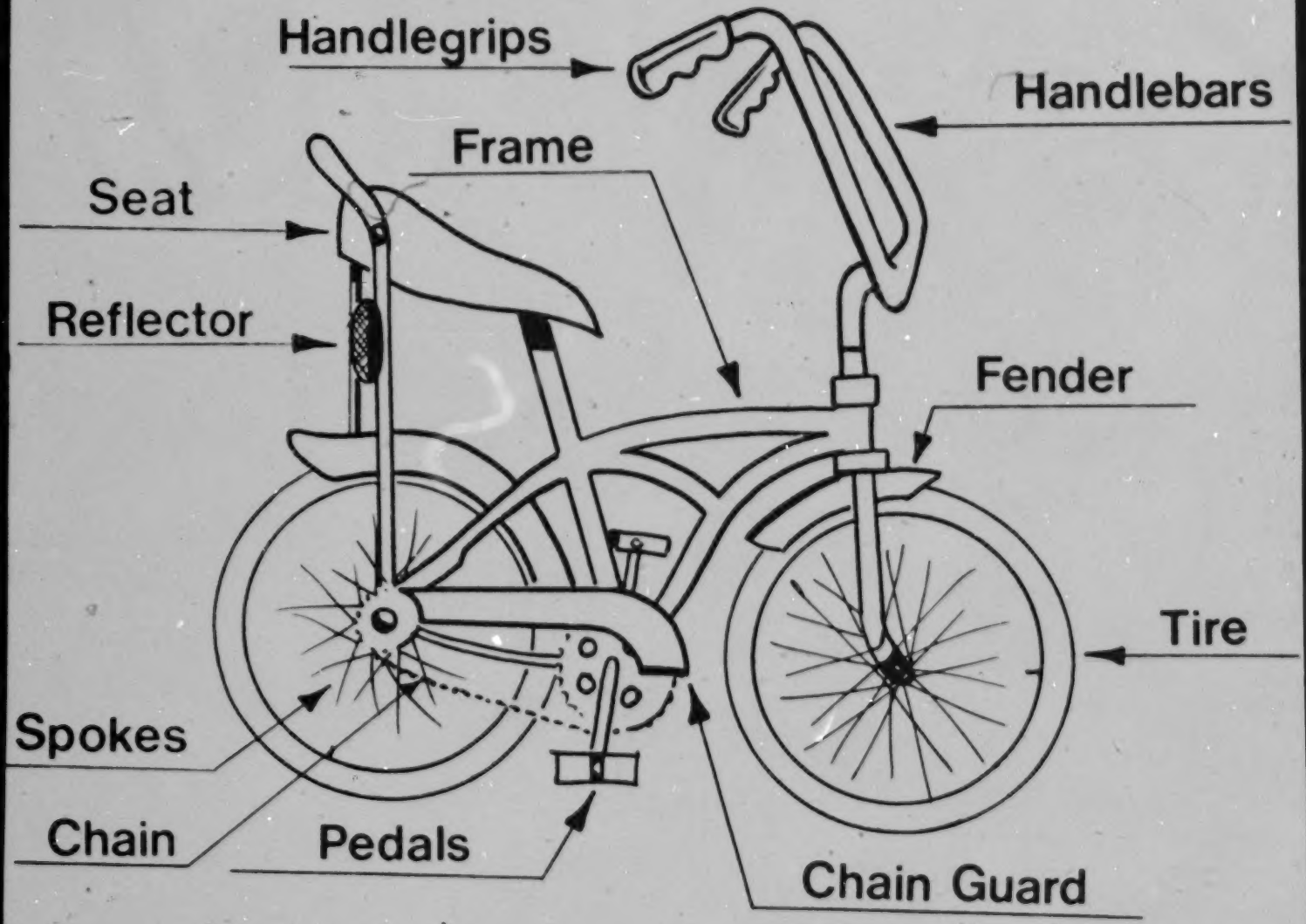
Give each student a copy of the assessment exercise. Instruct students:

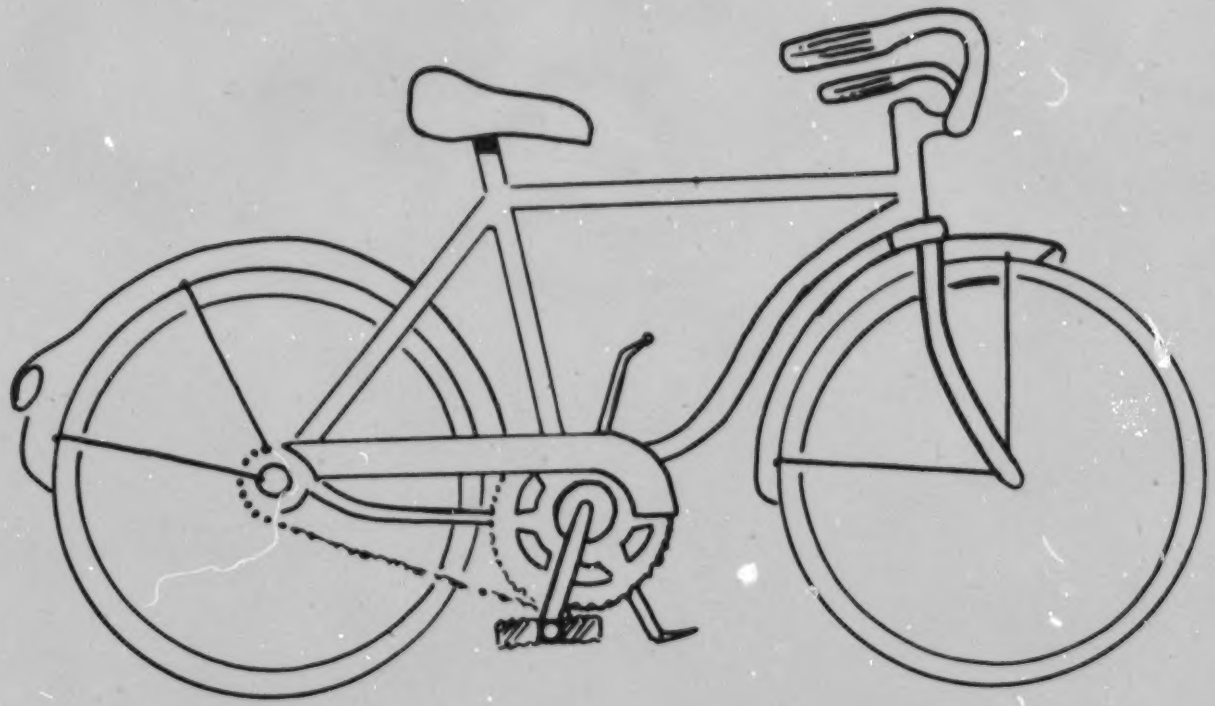
> Identify the two parts that should be correctly adjusted so the bicycle will fit the rider and circle these parts. Next, put an "X" directly over six other bicycle parts that must be maintained (kept in good repair) in order to ride safely.

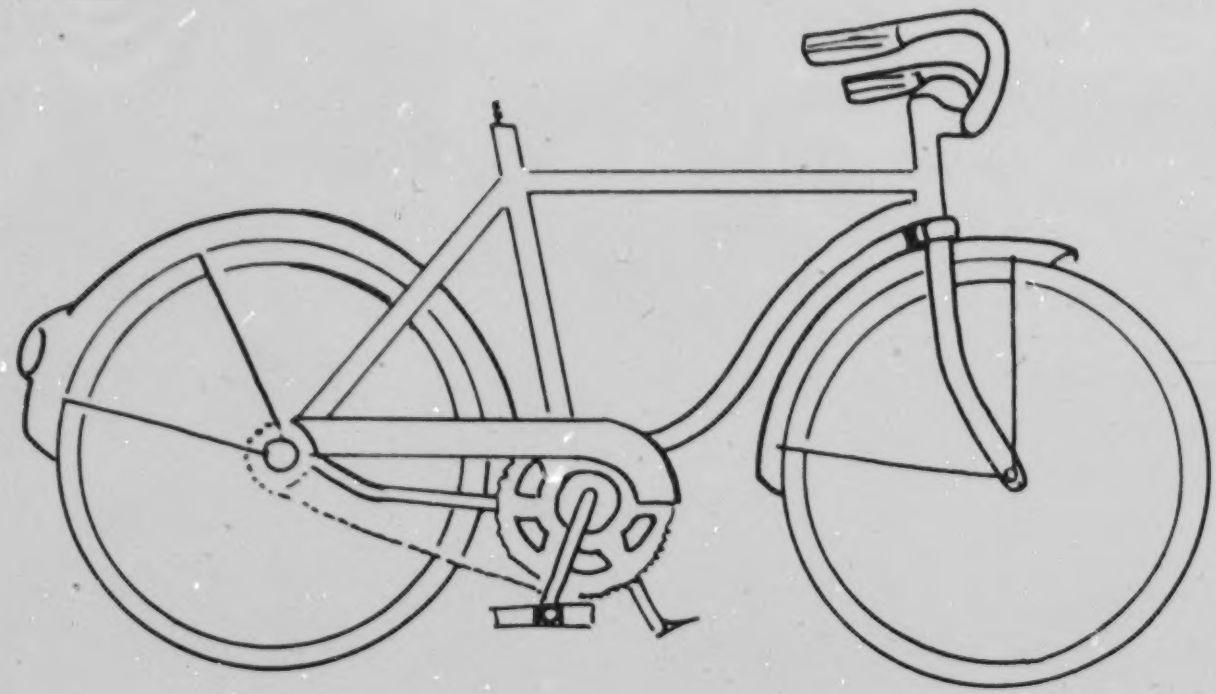
(The seat and handlebars should be circled. "X" should be over handlebar grips, tires, spokes, headlight, reflectors, and other parts that were inspected and/or discussed during this lesson. The two parts correctly circled, and six correct "X"s indicate the student has reached the lesson objective. Collect the exercises, complete the assessment checklist, and give assistance where needed.)

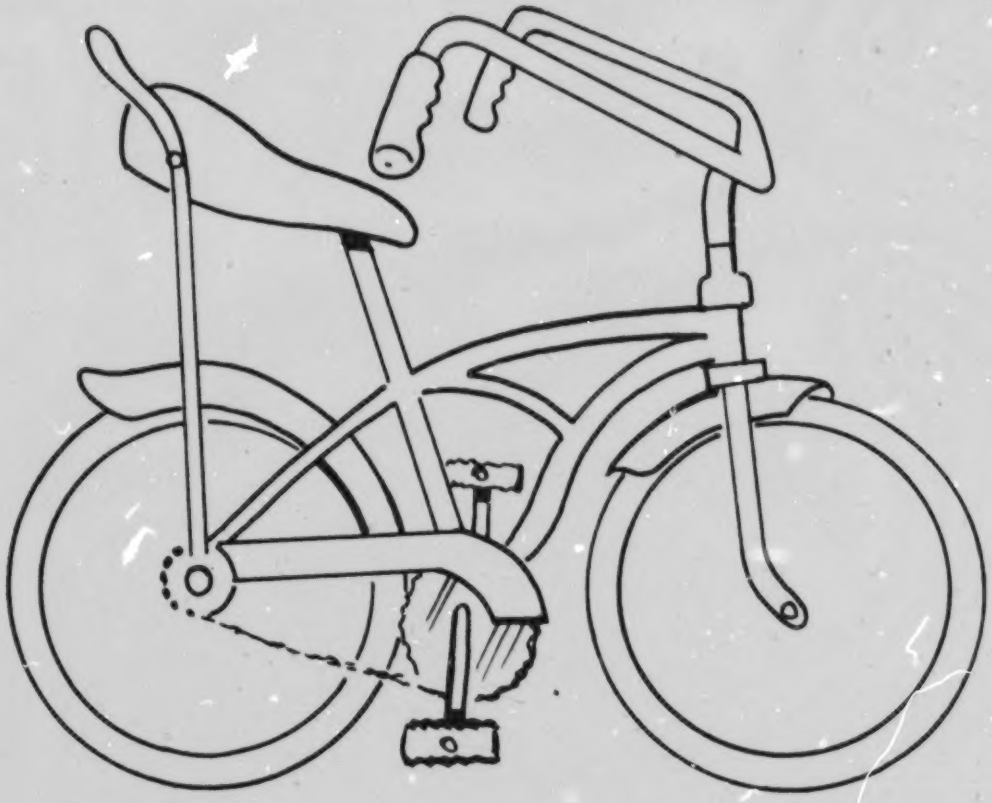


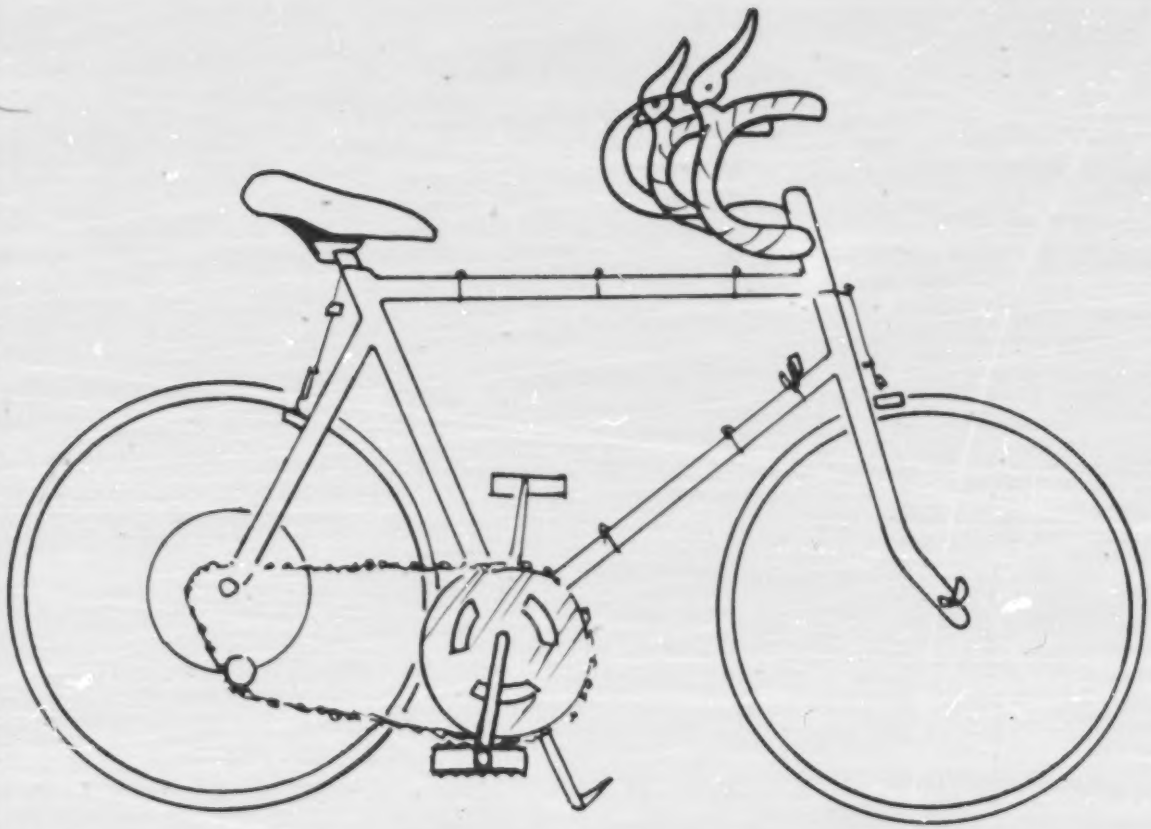


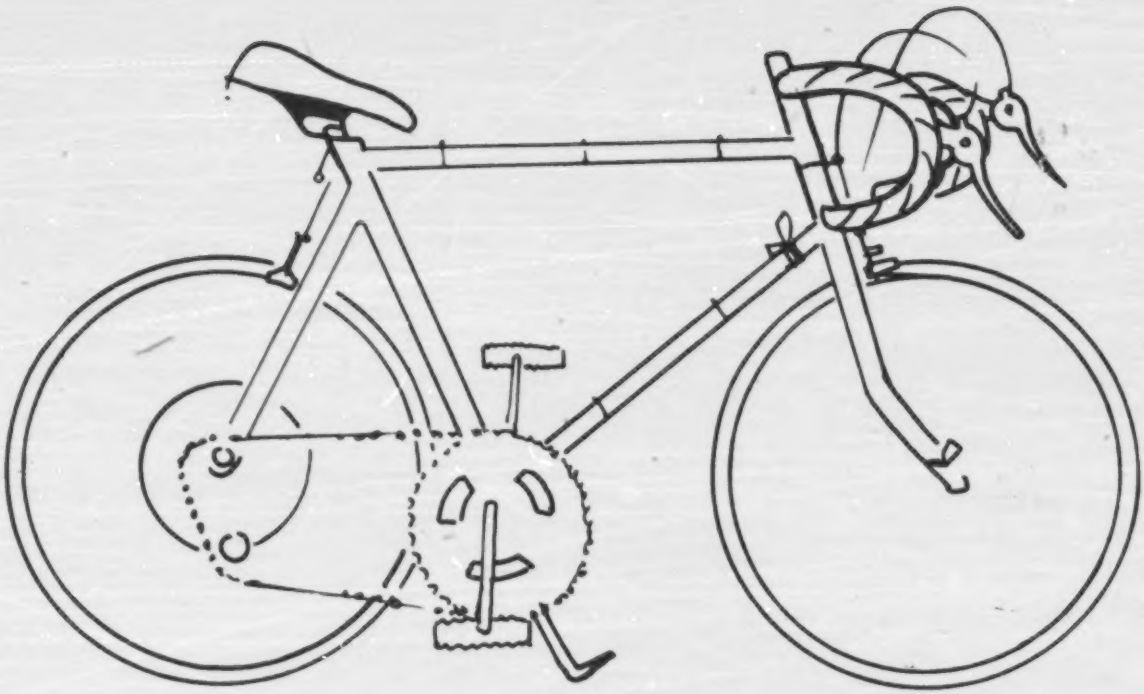

Handlegrips
Handlebars
Frame
Seat
Reflector
Fender
Tire
Spokes
Chain
Pedals
Chain Guard





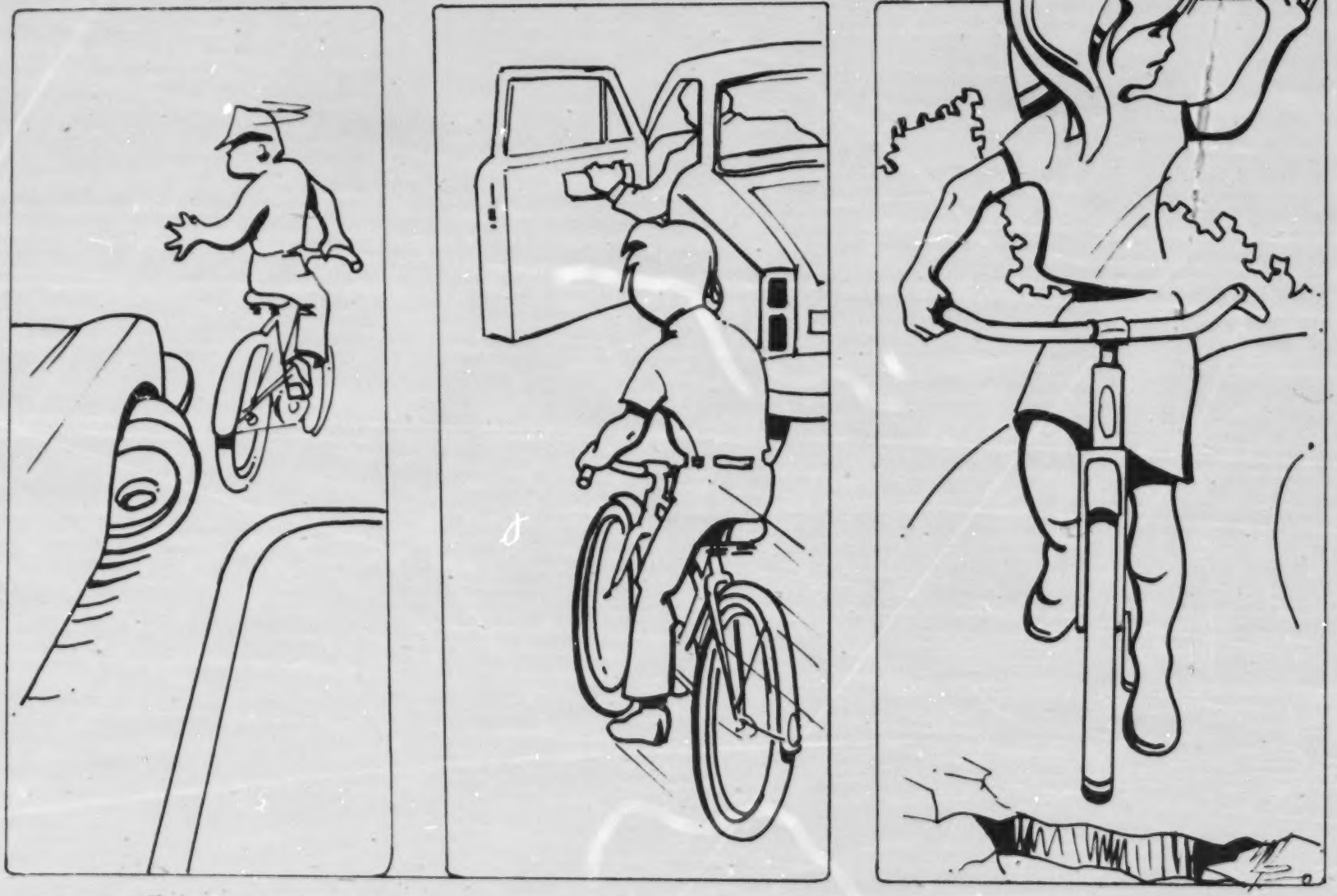






Keep Tires At PROPER PRESSURE

LOOK OUT!



DIRECTIONS:

PUT AN "X" BY THOSE PARTS IN GOOD REPAIR, AND AN "O" BY PARTS MISSING OR IN NEED OF REPAIR.

RETURN TO TEACHER.

SAFETY CHECK YOUR BIKE

_____
Child's name

_____
Parent Signature

Date _____

1. _____ **WHEELS**
   Are they straight?
   Do they wobble?

2. _____ **SPOKES**
   Are any bent or broken?
   Are any loose?

3. _____ **TIRES**
   Do they feel firm?
   Are they wearing out?
   Is the tread clean?

4. _____ **PEDALS**
   Are they wearing out?

5. _____ **CHAIN WHEEL (OR SPROCKET)**
   Is it bent or damaged?

6. _____ **CHAIN**
   Is it snug?
   Are there any broken or damaged links?

7. _____ **BRAKES (COASTER OR HAND)**
   Do they stop bike fast and smoothly?

8. _____ **FRAME, FENDER, FORK**
   Are they straight?
   Do they rub any other part of the bike?
   Are the nuts and bolts tight?

9. _____ **CHAIN GUARD**
   Is it bent?

10. _____ **SEAT (OR SADDLE)**
    Is it tight?
    Is the height comfortable for you?
    Is it level with the ground?

11. _____ **HANDLEBARS**
    Are they tight?
    Is the height comfortable for you?
    Are handgrips tight?

12. _____ **BELL OR HORN**
    Does it sound loud and clear?

13. _____ **FRONT LIGHT**
    Can it be seen from 500 feet away?

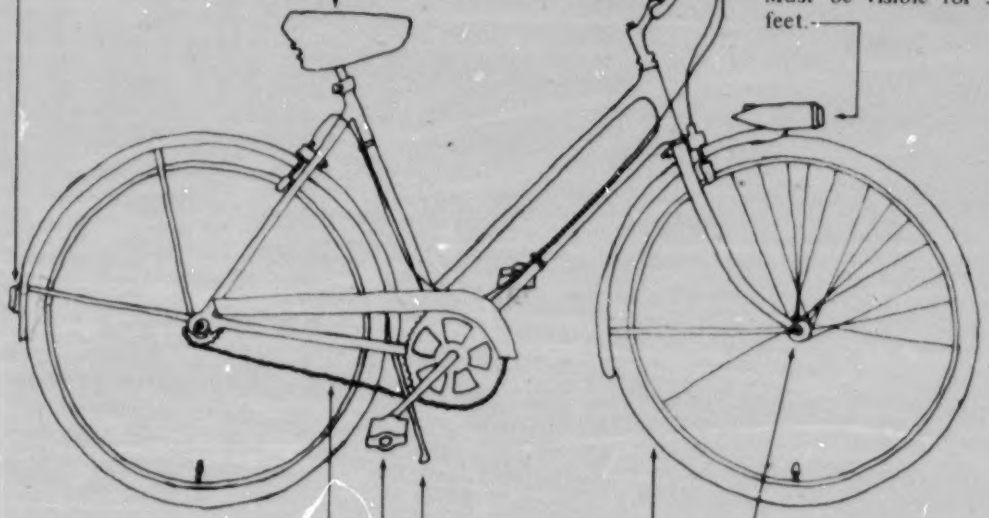
14. _____ **REFLECTORS**
    Are they clean?
    Can they be seen from 300 feet?

CARE OF A BICYCLE

Nuts and Bolts: Keep axle nuts, handlebar bolts and all other bolts tight.

Seat: Seat tight and correct height.

Reflector: Keep clean and replace a cracked reflector. Must be visible for 300 feet.



Handlebars: Handlebars cemented tight, replace grips if loose.

Brakes: Oil inside. Check for broken strands and keep in adjustment.

Light: Keep clean and replace any cracked glass. Must be visible for 300 feet.

Chain: Keep oiled. The proper slack should be ½" - ¾". A loose chain may come off, resulting in no brakes.

Pedals: Oil pedals frequently so they will spin freely.

Kickstand: Keep kickstand tight. Do not sit on bike with stand down.

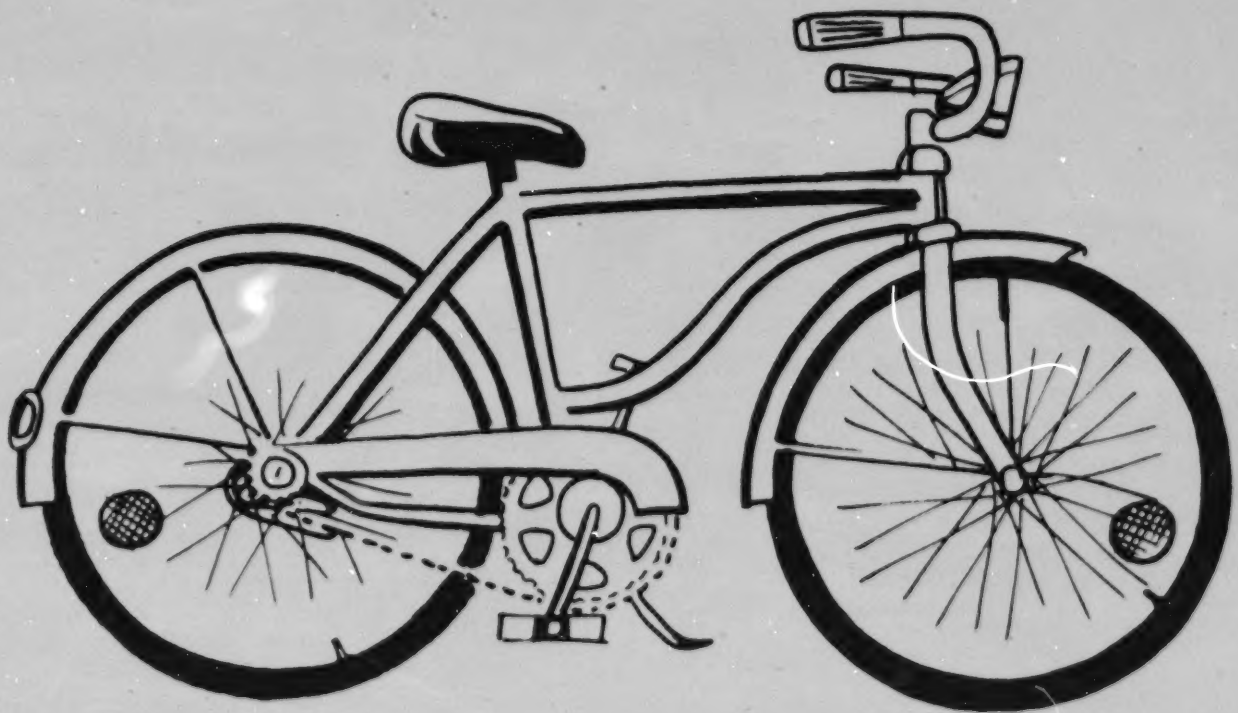
Axles: Lubricate frequently.

Tires: Check condition of tires often. Look for breaks or cuts in the rubber. Keep inflated to the pressure suggested on the sidewall.

Storage: When bicycle not in use, keep your bike in the garage or in a covered area.

ASSESSMENT NAME _____

CIRCLE 2 PARTS THAT SHOULD BE CORRECTLY ADJUSTED SO THE BICYCLE WILL FIT THE RIDER.
PUT "X" DIRECTLY OVER 6 OTHER PARTS THAT MUST BE MAINTAINED IN ORDER TO RIDE SAFELY.



BICYCLE SAFETY – THIRD GRADE

LESSON THREE

"CARE AND USE OF BRAKES"

OBJECTIVE THREE

Given two bicycles, one with hand brakes and one with foot brakes, the student will demonstrate (or describe) the correct use of each type of brake.

KEY POINTS

1. Before you ride a bike, check to make sure you know what kind of brakes the bicycle has and that they work.
2. Brakes to operate correctly must be properly adjusted.
3. If brakes do not stop you properly or if they jerk or grab when you put them on, have them adjusted right away.
4. Regular checking of the brake system is good preventative maintenance. (Bolts, cables, levers)

MATERIALS NEEDED

The picture that accompanies this lesson. (Activity 1)

Arrange to have two bicycles available: one with hand brakes (caliper brakes) and one with foot brakes (coaster brakes). (Activity 2 and 3)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the picture of the two types of braking systems. Ask the students to identify the type of brakes they have on their bicycles, and where the brake itself is located.

Have several students tell the rest of the class how they operate their brakes. Do they always work properly?

2. Bring to class, or have two students bring to class, a bicycle with each of the type of brakes listed.

   a. *coaster brakes – foot operated*

   b. *hand brakes – hand operated*

   Have the students that bring the bikes to class explain where each type of brake is located and how each type of brake works. If they did not work properly, how would they adjust them to make the brakes work, or who would they take their bike to for help?

3. Take the class outside to the playground area and have the students with the bicycles demonstrate how each type of brake works. Ask the student with the bike equipped with hand brakes to explain which brake he uses first and why. (Rear brake first, then front brake. Using the front brake first would cause a crash)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have the class set up a brake inspection station at their school, or ask parents to volunteer. All students who ride their bikes to school and wish to have their brakes checked, would take the bikes through the brake inspection station. Items to check:

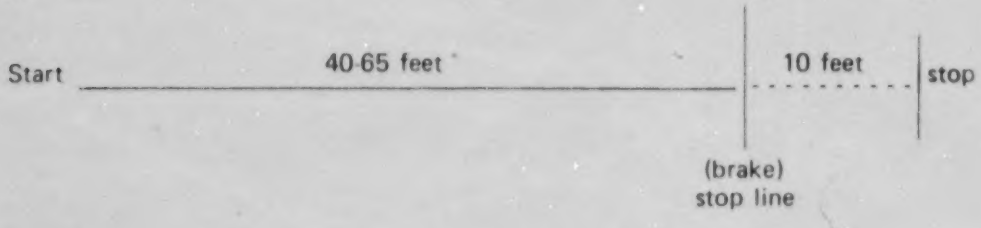
   a. Nuts and bolts are tight.

   b. Cables and levers work freely.

   c. Proper connections on both types of brakes. (Cables connected on hand brakes or brake arm fastened securely on foot brakes.)

   d. Brake pads on calipers – not worn out and properly positioned.

5. Take students out to the playground area with their bicycles to test the brakes and make sure they are adjusted properly and in good working order. Measure off a straight area 50-75 feet (15-24 meters) with a stop line marked approximately 10 feet (3 m) from the end. Have students ride up to the stop line, fast, and put on their brakes at the stop line. They should stop with 10 feet after braking without using their feet to stop for both types of brake. The rear wheel should skid if foot brakes are properly adjusted.



6. Suggest to your Parent-Teacher Organization or a local service club that they sponsor a Bicycle Rodeo at your school. Brakes can be tested and adjusted as part of the rodeo. Suggestions for setting up and conducting a rodeo are included in the Appendix.

SUMMARY

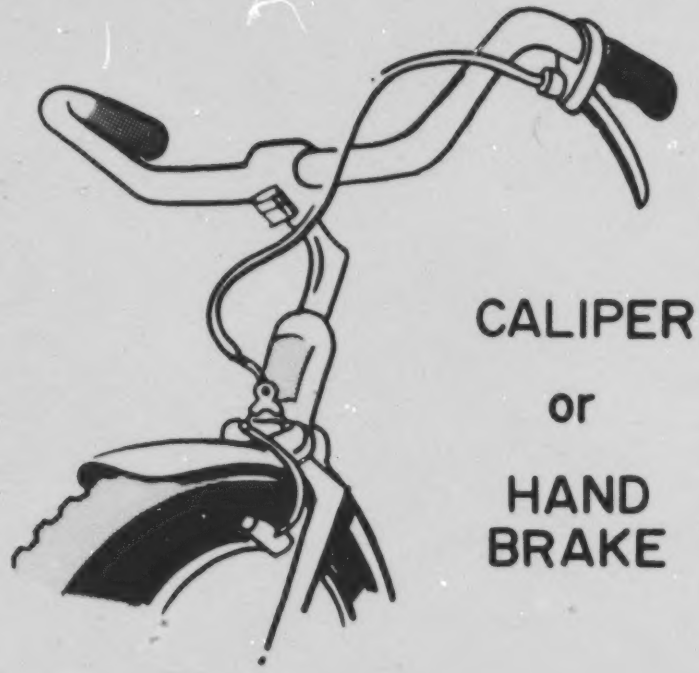
Remind the students that the brakes on a bicycle need to be checked and maintained on a regular basis for proper operation. (Note Key Points)

ASSESSMENT PROCEDURE (OPTIONAL)

Using the bicycles from Activity 2, have each student demonstrate (or describe) how he applies the brakes on a bicycle equipped with hand brakes and how he applies foot brakes.

Complete the assessment checklist and help students needing further instruction.

BICYCLE BRAKE

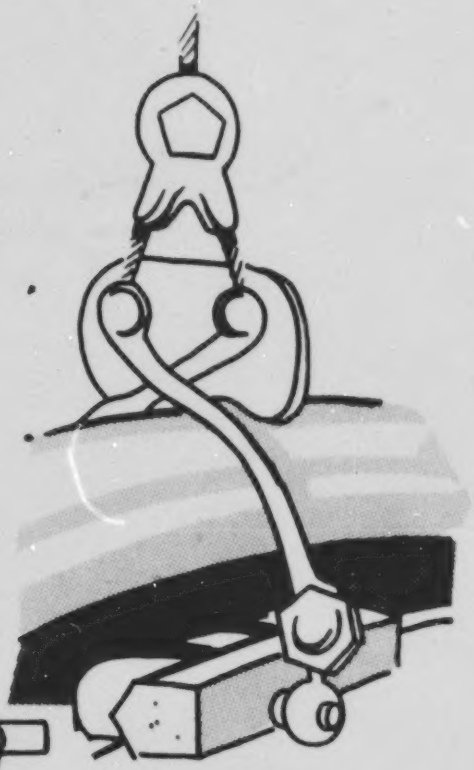


CALIPER

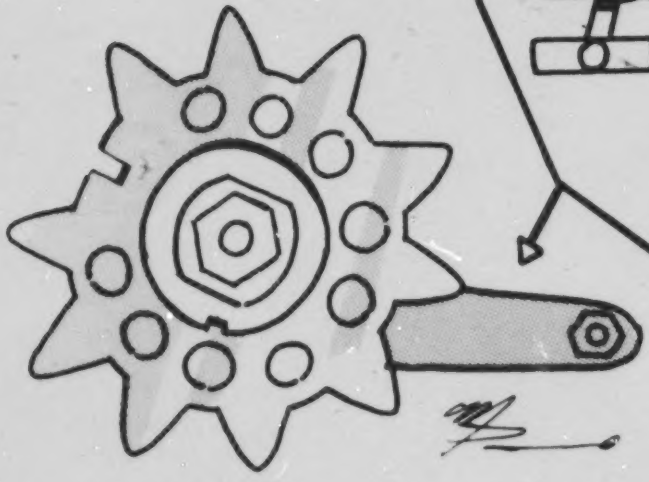
or

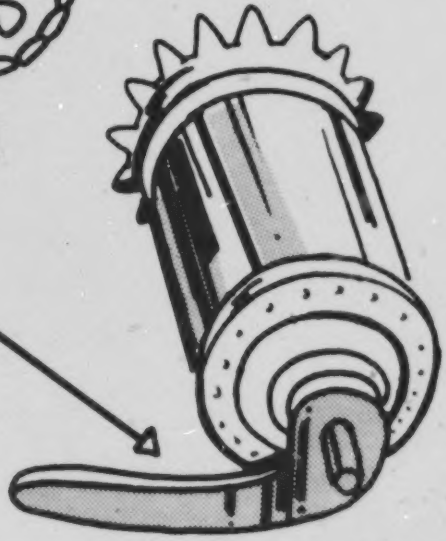
HAND

BRAKE



COASTER or FOOT BRAKE





BRAKE MAINTENANCE

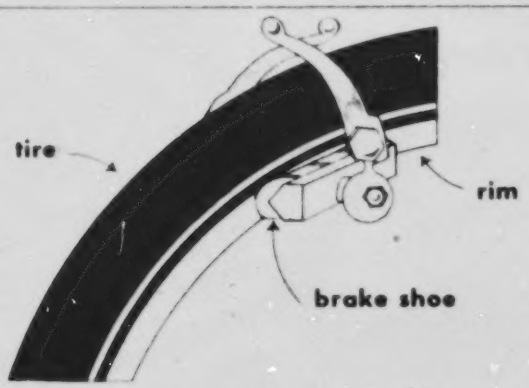
It's a good idea to check your brakes often. If you have foot brakes you should road test them. Take a ride and step on the brakes. They should cause the rear wheel to slide. If they don't, have them repaired.

If you have handbrakes (caliper brakes), squeeze the brake handle and look at the brakes as they grab the tire.

Both sides should touch the rim. The brake shoes should be flat against the rim.

If you have adjusted the brakes and the brake shoes, do not touch the rim. What should you do next?_____

_____



Check both the front and rear brake. When you release the brake handle, the brake shoes should pull away from the rim and not touch it at any spot. Make sure the brakes do not touch the tire anywhere, whether they are on or released. What do you think would happen if the brakes grabbed the rubber tire instead of the metal rim?_____

_____

BICYCLE SAFETY – THIRD GRADE

LESSON FOUR

"RULES OF THE ROAD FOR SAFE BICYCLING"*

OBJECTIVE FOUR

Given a bicycle safety test covering rules of the road, the student will answer 80 percent correctly.

KEY POINTS

To be a safe bicycle rider, obey the rules of the road:

1. Ride with traffic; ride on the right-hand side of the roadway, with traffic (*Pedestrians* walk facing traffic when there are no sidewalks.)
2. Obey all traffic signs and signals.
3. Signal your intentions to turn or stop.
4. Yield right-of-way to pedestrians and automobiles.
5. Do not carry passengers or large packages.
6. Never "hitch" rides or ride closely behind any vehicle.
7. A bicycle should be equipped with a white headlight and a red rear reflector for night riding.
8. Ride on sidewalk or off road areas, when available and legal. (Check with local law enforcement agencies. Some cities encourage riding on the sidewalk.)
9. Wear light-colored clothing when riding at night.

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*This lesson is designed as a review of knowledge, and when used as review will take approximately 40-50 minutes. If material is new to your students, plan to teach this lesson over two or three days with a total time of 90-120 minutes.

MATERIALS NEEDED

Enough copies of the "Bicycle Safety Rules" for each student. Attached to this lesson, and free from:

Arizona Department of Transportation
Office of Highway Safety
1655 West Jackson
Phoenix, Arizona 85007

OR

Driver & Safety Education Division
ARIZONA STATE DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

The pictures that accompany this lesson. (Activity 2)

Obtain traffic signs from your Media Center, or have students make traffic signs. Masking tape or chalk for marking off a simulated street and intersection. Student bicycles. (Activity 6)

Enough copies of the Bicycle Safety Test for each student. Master for reproduction attached to lesson. (Assessment)

Make students copies of the "Rules of the Road" pictures that accompany this lesson. Or have drawing paper and crayons. (Activity 8)

Additional Resource Material

The Day the Bicycles Disappeared, film. 14 minutes. Bicycles meet to protest the hazardous riding of their owners. The bicycles themselves make the points about safe practices.

Available on free loan from:
Special Services Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

and

ARIZONA DEPARTMENT OF EDUCATION
(address above)

I'm No Fool With a Bicycle, 10-minute color film featuring Jiminy Cricket. Free loan from ARIZONA AUTOMOBILE ASSOCIATION.

"Arizona's Road/Street Signs are Changing to Symbols." Available from Arizona Department of Transportation, address above.

SUGGESTED ACTIVITIES

Use of all activities is NOT required
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Give each student a copy of the two-page Bicycle Safety Rules accompanying this lesson. Have each student read a safety rule and explain what he does to obey that rule.

2. Show the students the pictures that accompany this lesson and have them discuss what is right or wrong in each picture, or what could happen if the illustrated rule were broken?

3. Ask the students to name the traffic signs and traffic signals they think would apply to them as bicycle riders. Write the sign names on the blackboard.

   Have the students identify the shapes and colors of each of the signs and describe or demonstrate what they could do when approaching each sign. (The traffic sign poster from the Pedestrian Safety lessons may be shown. A copy of "Arizona's Road/Street Signs are Changing to Symbols" may be given to students. See "Materials Needed" for address.)

   Review also the color and placement of the traffic signal lights. What should bicyclists do when approaching each light?

   Signals are very important to motorists as well as bicyclists. Ask the students:

   Explain why you think it is important to signal when you are going to turn or stop while on a bicycle.

   Why is it important for car drivers to signal?

   Do you understand the hand signals of bicycle drivers? —of car drivers? (same) Demonstrate each.

   Do car drivers usually use hand signals? What do they use?

   How can you tell if an automobile is going to turn right? —left? slow-down or stop, back up?

   What automatic signals do you look for?

   Why do you think it's important to know the meaning of these signals?

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Divide the class up into small groups. Have some groups make a list of the danger areas in your town or around school, and another list of the safety rules they would have to follow to avoid having an accident in these areas.

Have other groups think up ways they could make themselves more visible while riding, both during the day and at night. They may list these or illustrate them.

Ask another group of students to compare the rules that the automobile driver must follow to that of the bike rider. Have them make a list of these. They will come to realize that both follow about the same rules for driving on the streets. (Stress the importance of cooperation between all people who use the streets and highways.)

Ask each group to report to the rest of the class.

5. Before the lesson is taught, or as a follow-up, have students look through the newspaper and locate an article concerning a bicycle accident. Ask them to report what safety rule may have been broken and why they think the accident happened. Remind the students that accidents are more likely to happen when safety rules are broken.

6. Take the students outside to the playground. Have several students who have their bicycles at school bring them to the playground area. Mark off a simulated street or streets with at least one intersection. Some students act as cars, trucks, pedestrians, etc. Post other students around the different streets with signs. The students that ride their bicycles around the streets will have to respond and react to different traffic signs and signals the students are holding. Each student holding a sign or signal should evaluate the bike riders. When the bike rider approaches a corner the rider must signal for turn or signal for stop. In heavy traffic he should walk his bike through the left turn using crosswalks. Have students trade roles.

7. Take the students on a tour around the school area and have them make notes of the different traffic hazards for bicyclists near their school. If there is automobile traffic, have them observe the rules and regulations that automobile drivers follow. Do traffic, and bicyclists, obey all of the signs? Ask them to report to the class how many motorists or bicyclists they saw disobeying the signs or signals. What did, or could have, happened as a result of disobeying these particular rules, signs, or signals?

8. Give each student copies of the pictures that accompany this lesson. Students may color these and make a class book or take them home to explain safety to their parents. Or they may draw and color similar examples of safe and unsafe practices and label each with a "rule of the road."

SUMMARY

Review Key Points and "Bicycle Rules of the Road." Remind students that following the Bicycle Rules of the Road make biking safer and more fun for everyone.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the Bicycle Safety Test, Grades 3 and 4. Have students complete the exercise and then correct it in class. Twelve of 15 answers correct (80 percent accuracy) means the student has achieved the lesson objective.

KEY

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. False
9. False
10. Right
11. Stop
12. Left
13. Red–Stop
14. Yellow (amber) – Caution, wait.
15. Green – Go, if clear.

Complete the assessment checklist and give help where needed.

OPERATION OF BICYCLES

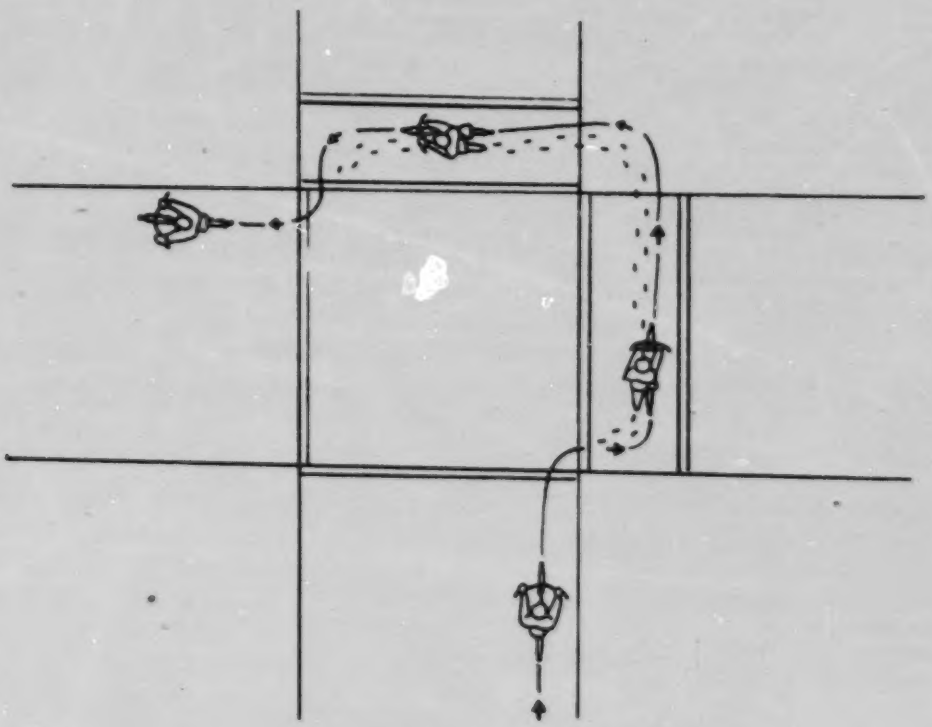
AND PLAY VEHICLES

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

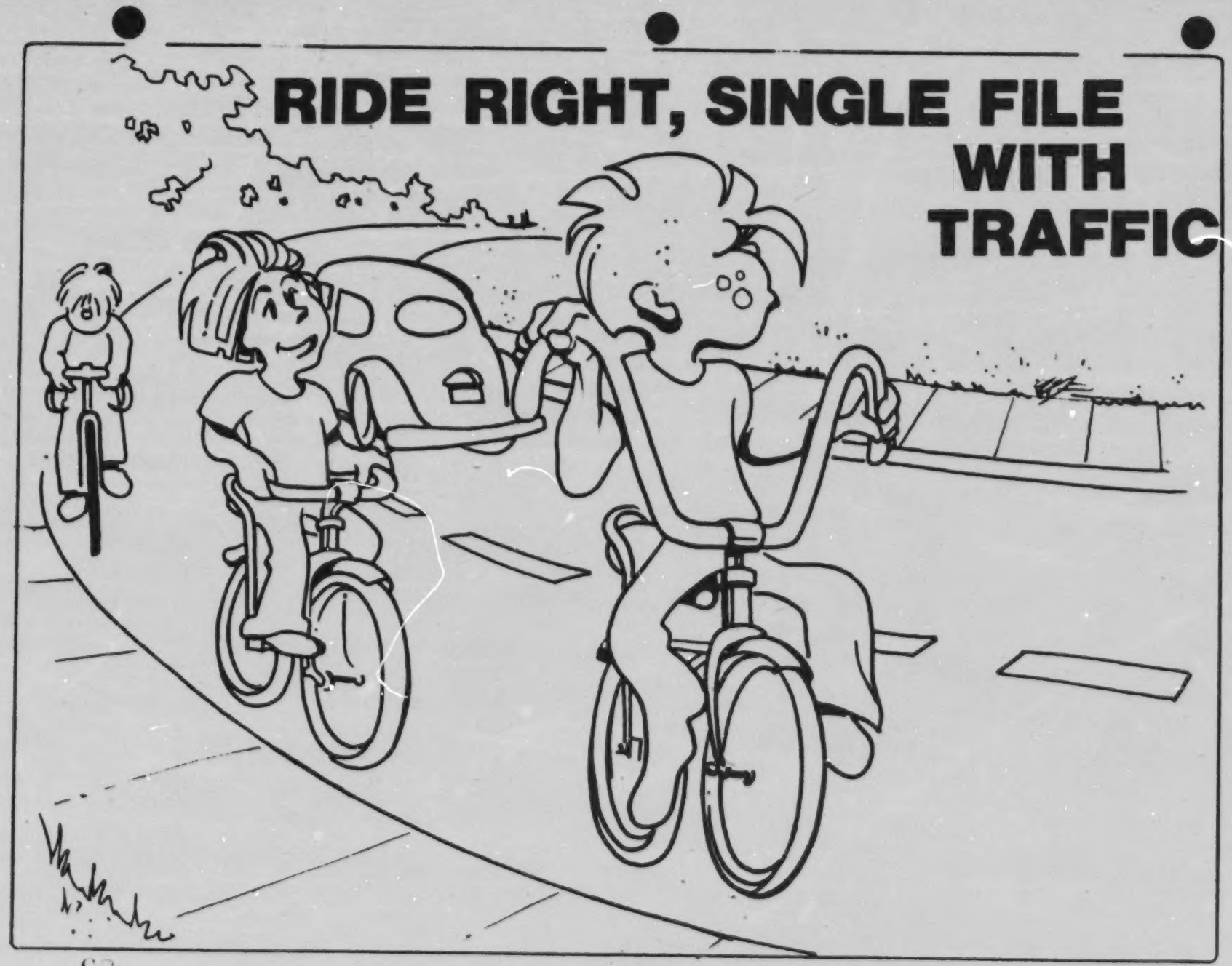
23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

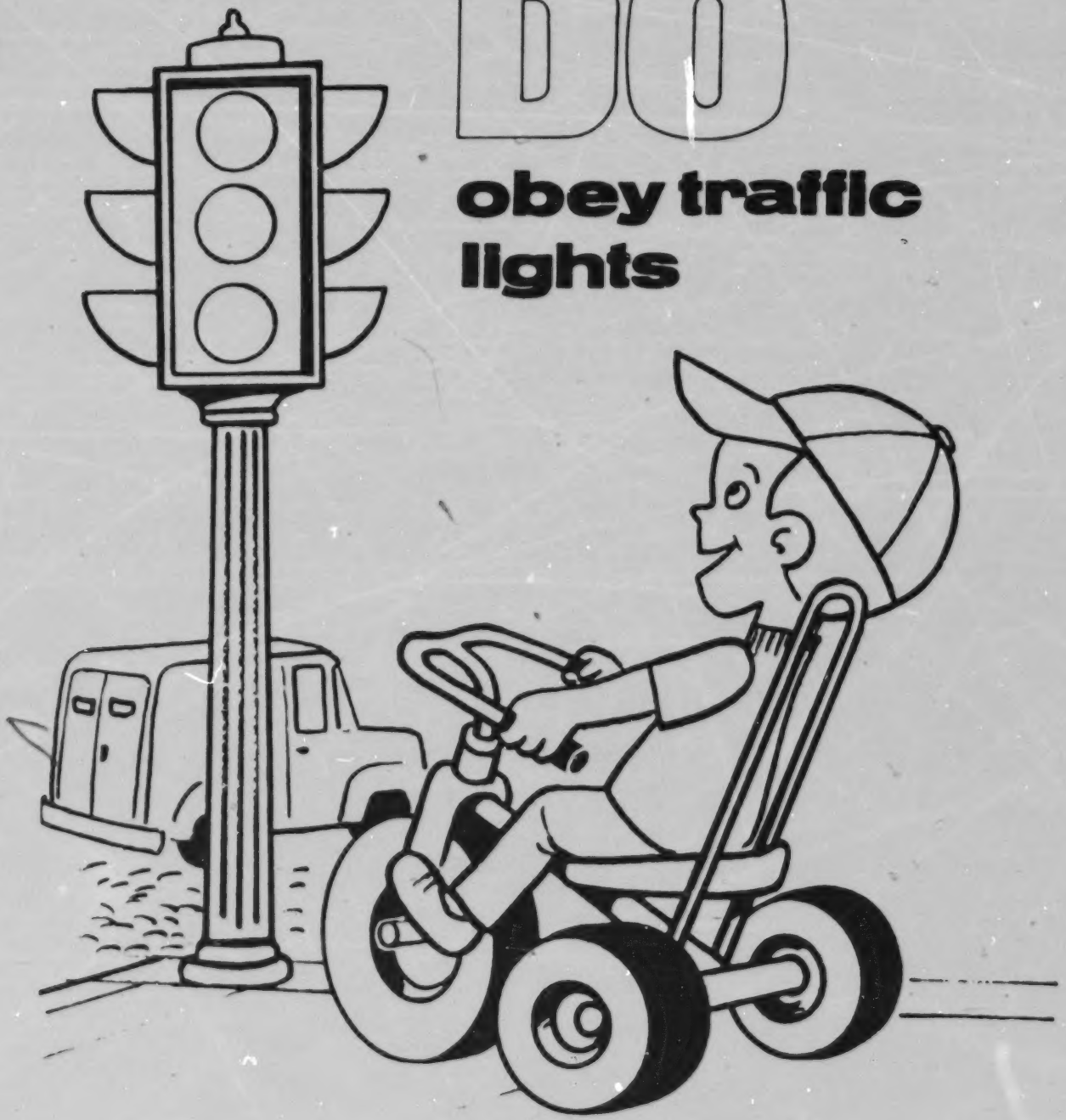
26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.


RIDE RIGHT, SINGLE FILE
WITH
TRAFFIC

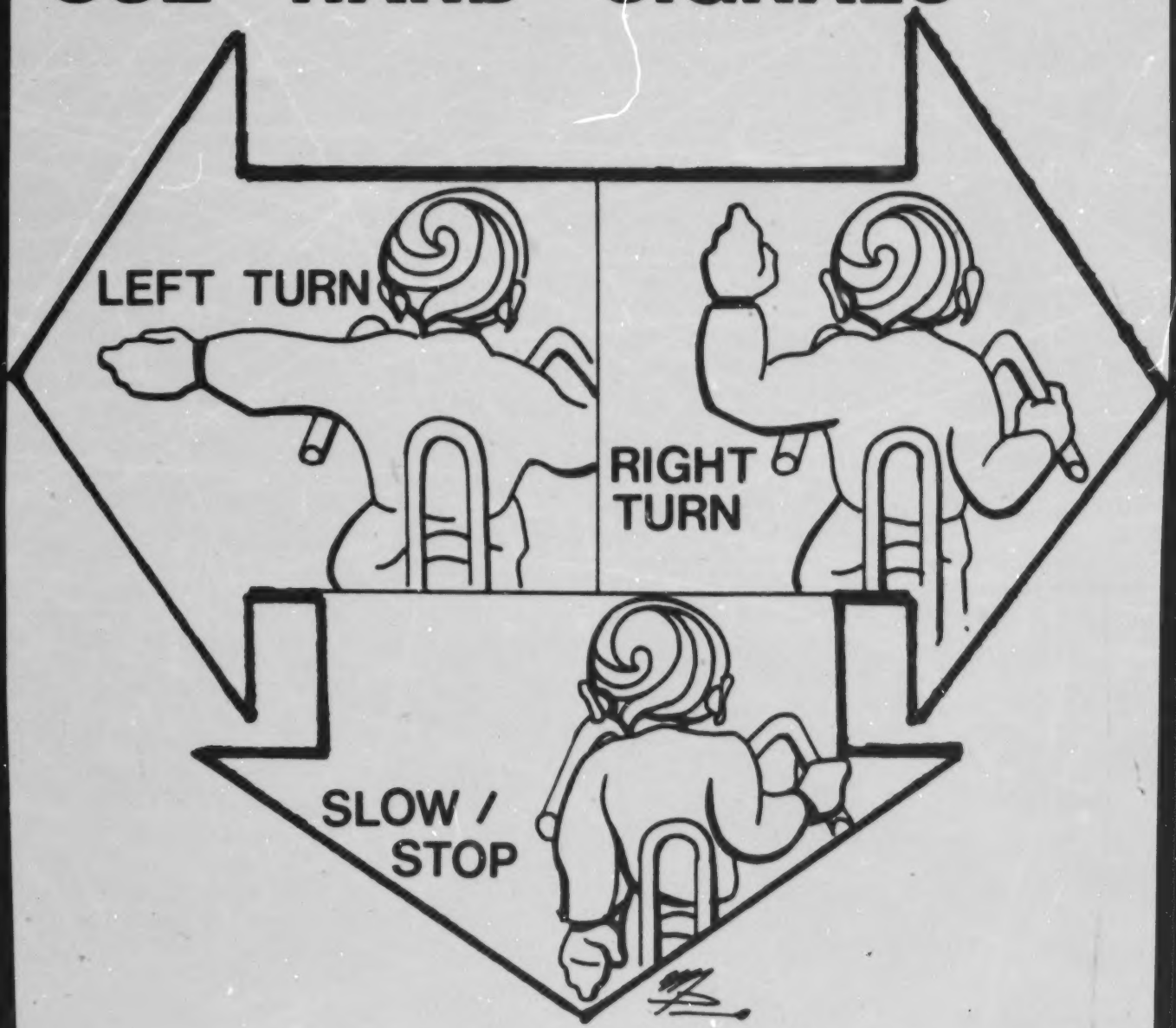
DO

obey traffic lights

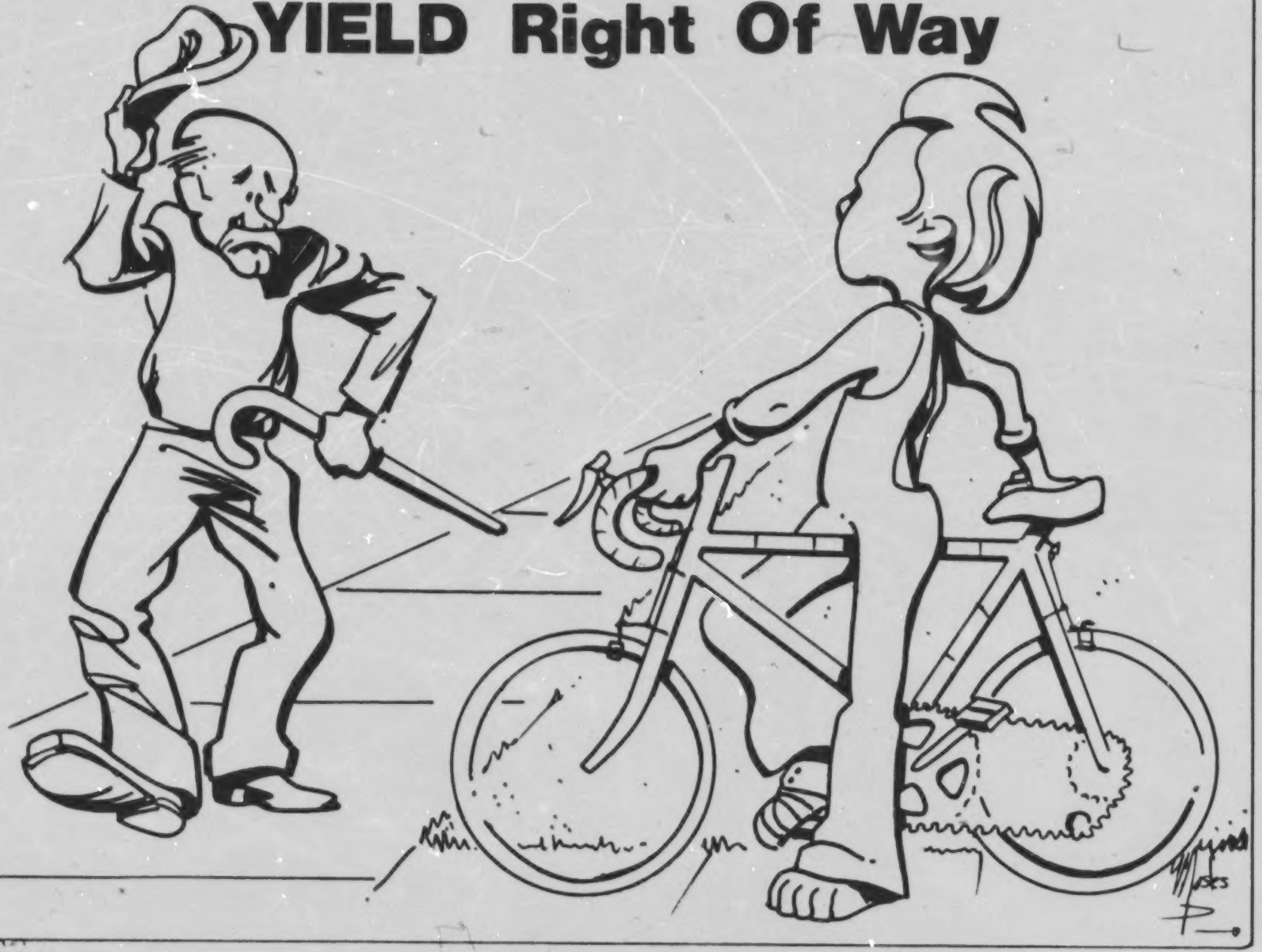


color the traffic signal for STOP

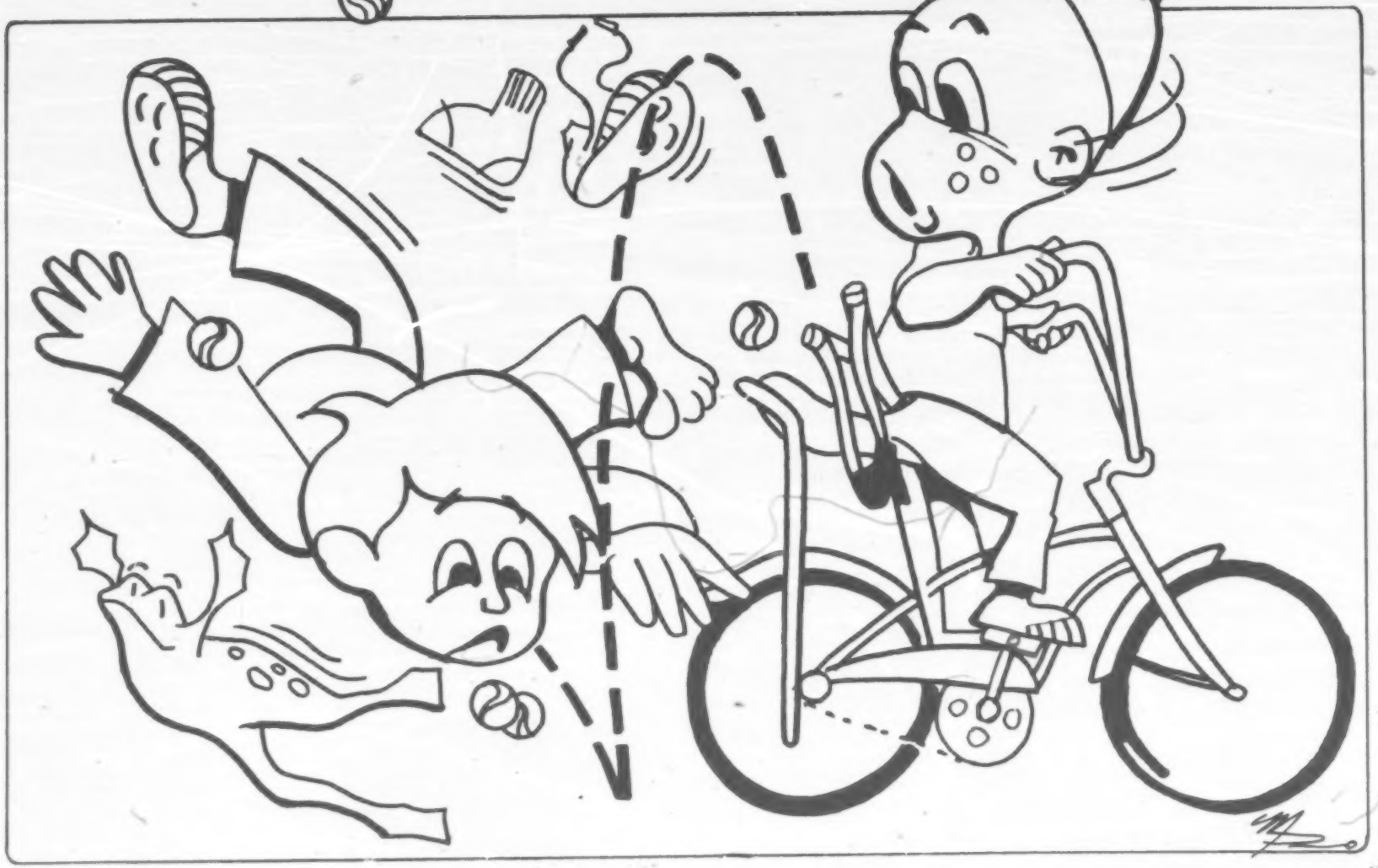
USE HAND SIGNALS



YIELD Right Of Way

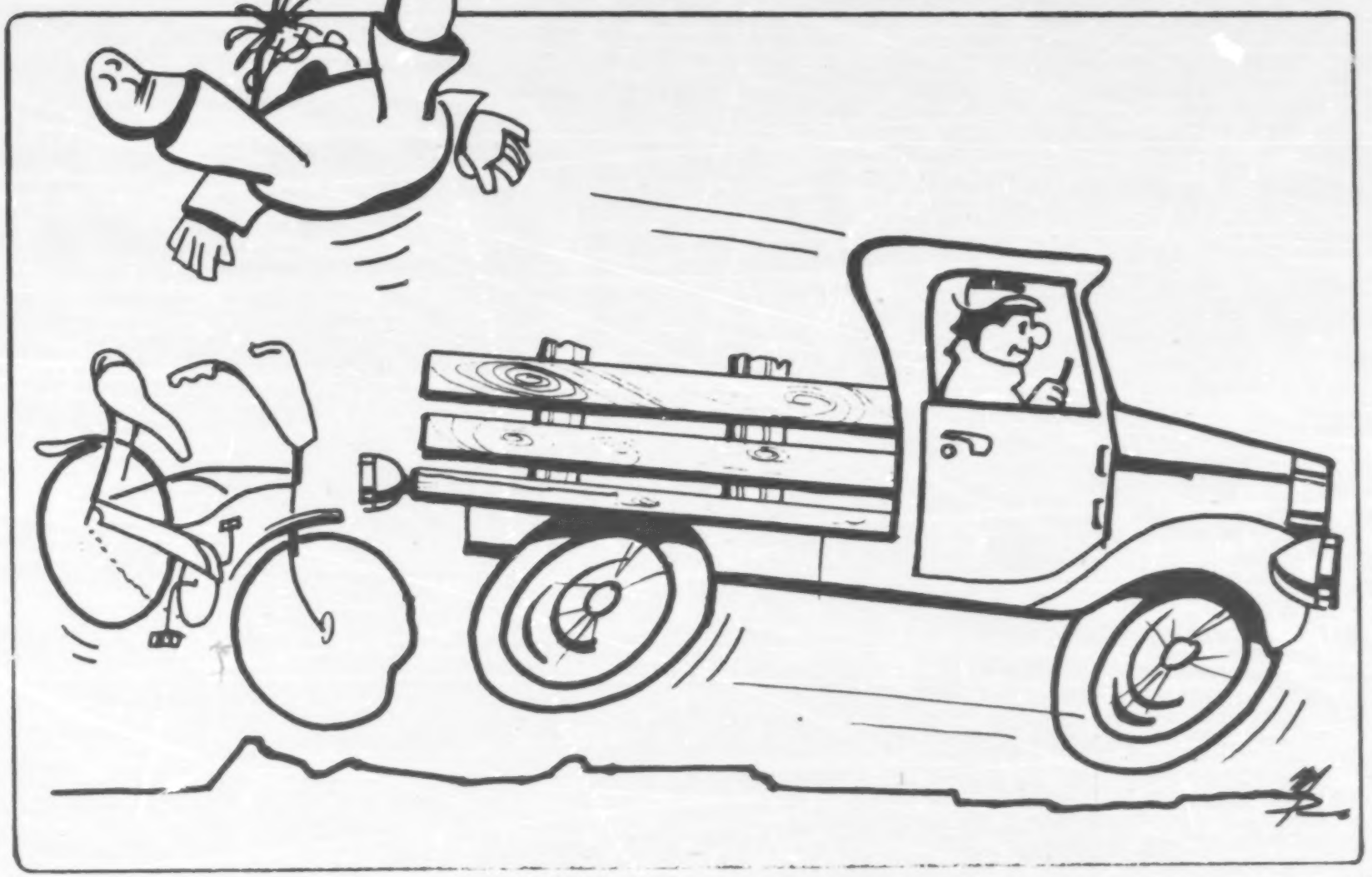


Do Not Carry Passengers



C3

Do NOT Hitch Rides



NEVER Ride At Night...
Without A Reflector And Light
SEE,
Be Seen

TRAFFIC SIGNS & SIGNALS

1.

2.

3.

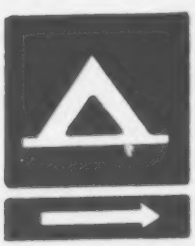
4.

5.

6.

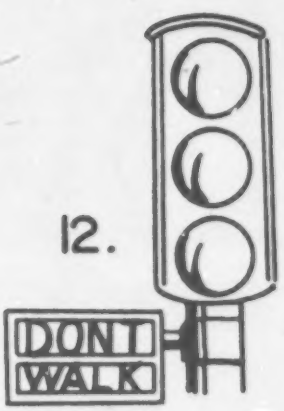
7.

8.

9. 

10.

11.

12. 

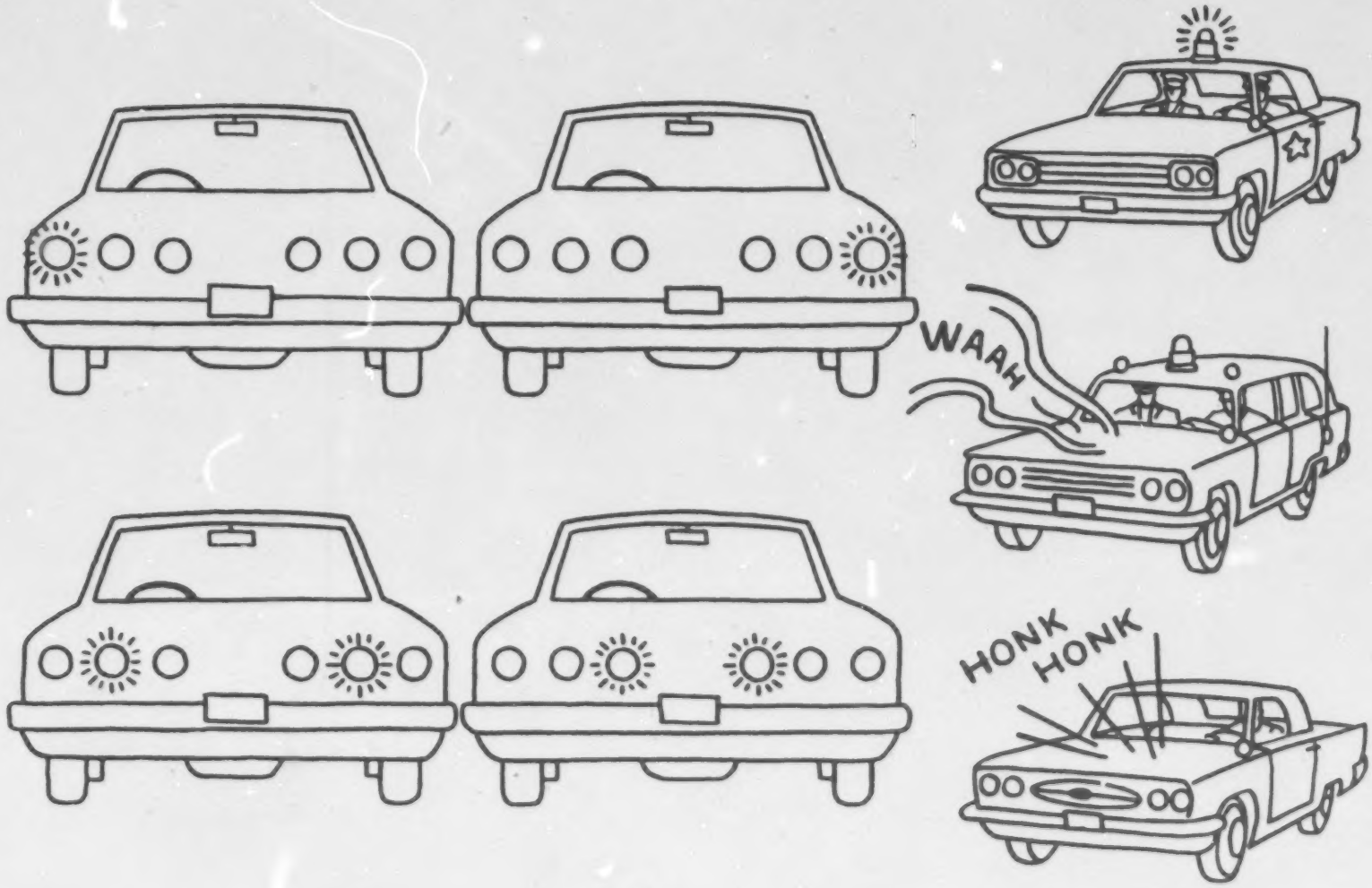
13.

TRAFFIC SIGNS & SIGNALS

NAME	COLORS*	TYPE
1. Pedestrian Crossing.	Yellow and black.	Warning sign.
2. Traffic signal.	Placement always red, yellow, green.	Traffic signal.
3. Hill.	Yellow and black.	Warning sign.
4. Bicycle Route.	Green and white.	Guide or information sign.
5. Yield.	Red and white.	Yield right-of-way; proceed with caution.
6. No Left Turn.	White, black, with red circle and slash.	Regulatory sign. Prohibitory sign.
7. Speed limit (mph).	White and black.	Regulatory sign.
8. School crossing.	Yellow and black.	School area warning sign.
9. Camping.	Blue and white.	Service sign.
10. STOP sign.	Red and white.	Stop sign only.
11. Railroad.	Yellow and black.	Railroad sign.
12. Don't Walk or Walk	Red. Green or white.	Traffic signal.
13. Do Not Enter.	White and red.	Regulatory sign.

*These COLORS are new international colors which will soon be used throughout the world.

VEHICLE SIGNALS



ASSESSMENT BICYCLE SAFETY TEST NAME _____

✓Check each answer either TRUE ___ OR FALSE ___

1. A bicycle should be ridden on the right-hand side of the street, with traffic. TRUE ___ FALSE ___

2. Pedestrians should walk on the left side of the road, facing traffic, if there is no sidewalk. TRUE ___ FALSE ___

3. Bicycle riders should give hand signals before making a turn. TRUE ___ FALSE ___

4. A safe practice is to ride your bicycle down the middle of the street. TRUE ___ FALSE ___

5. It is desirable to ride closely behind vehicles. TRUE ___ FALSE ___

6. Night riding without a front white light or a red rear reflector is unsafe. TRUE ___ FALSE ___

7. Bicycles should be walked across heavily travelled intersections. TRUE ___ FALSE ___

8. Bicycle riders have the right-of way over vehicles and pedestrians at intersections. TRUE ___ FALSE ___

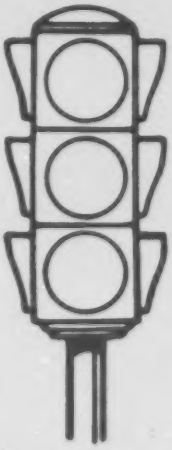
9. It is safe and proper for a bicycle rider to carry a passenger. TRUE ___ FALSE ___

10. Stop ☐
Right ☐
Left ☐

11. Stop ☐
Right ☐
Left ☐

12. Stop ☐
Right ☐
Left ☐

Indicate the color and meaning of each light position.



	Color	Meaning
13.	_____	_____
14.	_____	_____
15.	_____	_____

BICYCLE SAFETY – THIRD GRADE

LESSON FIVE

"MIXING WITH TRAFFIC"

OBJECTIVE FIVE

Given statements about bicycles mixing with traffic, the student will correctly identify nine of ten as True or False.

KEY POINTS

1. Bicycle riders are subject to the same rules and regulations as automobile drivers while on the roadway. They must ride on the right, stop completely for stop signs, obey signals, etc.

2. Bicycles are very small in size as compared to automobiles and trucks, and travel much slower.

3. Bicycle riders have very little if any protection while riding in traffic.

MATERIALS NEEDED

Make enough copies of the two-page worksheet, "Riding a Bike in Traffic," for each student. (Activity 1)

The pictures that accompany this lesson or transparencies made from them. (Activity 2)

A flannelboard, string, or yarn, construction paper for cars, bicycles, riders, etc. (Activity 5)

Drawing paper and crayons. (Activities 6 and 7)

A copy of bicycle rules from your local police department, for reference.

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Give each student a copy of the two-page worksheet "Riding a Bike in Traffic." Have students write the answers as you go through the worksheet together. Discuss dangers of riding a bicycle in traffic and safety precautions bicyclists can take. Use worksheet and answers to stimulate discussion. Suggested answers are on the back of each worksheet.

2. Show the situation pictures accompanying this lesson or transparencies made to the class. Ask them to identify any problems they can think of that they might come in contact with while riding in traffic. Is it safe or unsafe to ride a bicycle on the roadways with cars and trucks. If so, why? If not, why? What protection does each driver have? What kind of a shield between him and danger? Show "Size Comparison" and discuss. Emphasize the size and visibility differences between bicycles, autos and trucks. (Differences in weights, dimensions, and blind spots.) Which would be easier to see at night? Why?

3. Take the class outside to the bicycle rack and ask a student to get on a bicycle, preferably one that belongs to a member of the class. Ask students what protection surrounds him if he should crash. Discuss.

   Then take the class to an automobile and repeat the process; this time have the students point out the protective devices, such as: seatbelts, bumpers, padded dash, car doors, etc. The car body and frame completely surround the passenger.

4. Take the class outside to an intersection, if possible, to observe the movement of traffic. Have the students observe the speed that the traffic is moving. Then ask them if they would feel safe riding on the road with traffic that moves that fast. Have one student be a recorder, or ask the class as a group to record the number of drivers that fail to signal a lane change, stop completely for a stop sign or those they think are speeding. When you return to the classroom, have the students report to the class the number of violations they recorded and discuss the hazards of riding in traffic.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Make or obtain a flannelboard. Use string or yarn to mark off the roadway. The teacher or students make cars, bicycles, and riders, etc. for use with the board. Arrange traffic scenes similar to the one shown on "Riding a Bike in Traffic" Worksheet page 1. Ask students: Is this a safe or an unsafe situation? How could this situation be avoided or made safer? (if unsafe)

   Suggested unsafe situations:

   a. A bicyclist riding down the middle of the roadway. Vehicles coming from both directions.

b. A bicycle and rider going through a stop sign from a side street. Vehicles coming from both directions.

c. A bicycle and rider riding out from between two parked cars into traffic.

Student groups can make up more scenes for discussion.

6. Direct the students to draw a picture of the bicycle they think would provide them the best protection in traffic. Have the class select the best drawing and ask the artist to explain all of the safety devices he included on his bicycle.

7. Have the students draw a map of their neighborhood and home in relation to school. Instruct them to draw in streets and sidewalks that they could use to get to school and avoid as much traffic as possible.

   Ask several students who live in different areas to explain their maps and routes to the rest of the class. Have the other students make comments if they could improve upon the routes chosen.

8. Ask the students to list all of the traffic rules they can think of that would apply to both bicycles and automobiles. (The teacher could list them on the board.) Now have the students explain why they think it's important that both bicycle riders and automobile drivers follow the same rules while driving on the street. (Be sure to stress bicyclists riding on the right like cars do.)

SUMMARY

Remind the students that riding a bicycle in traffic is very dangerous because bicycles are smaller than autos and travel at a slower speed. The bicycle rider has no protection if involved in an accident, and injuries are usually suffered by the bicycle rider when involved in a crash with an automobile. When bicycle riders ride on the road, they must obey the same rules and regulations as automobile drivers.

ASSESSMENT PROCEDURE (OPTIONAL)

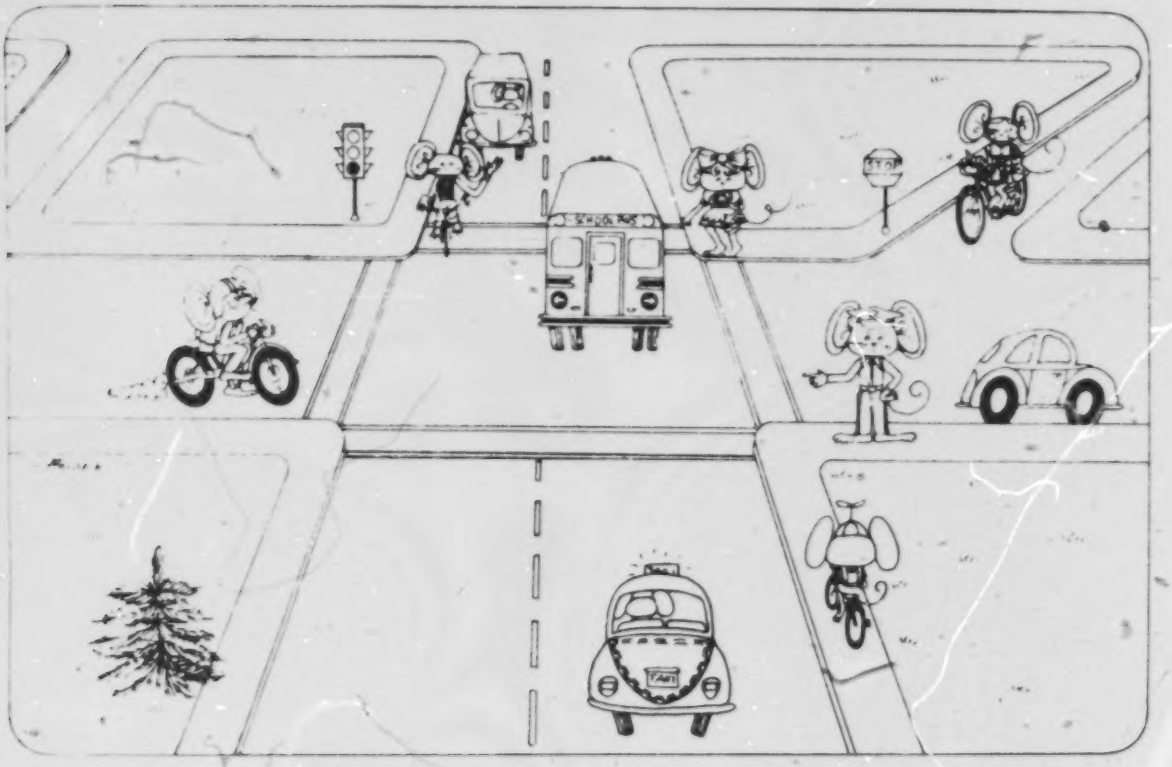
Give each student a copy of the assessment. Read the directions to the students and demonstrate circling the correct answer. Then read each statement as students circle the correct answer. Nine of ten True/False questions correctly answered indicates that the student has reached the lesson objective.

Collect the exercises, complete the assessment checklist, and give remedial instruction where needed.

True/False – Answer Key

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. True

RIDING A BIKE IN TRAFFIC



1. What side of the road do you ride on?_____
2. What kind of vehicles share the road with you?_____
   _____
3. Must you stop for a traffic light? [ ] Yes [ ] No
4. Must you stop for a stop sign? [ ] Yes [ ] No
5. Are you allowed to ride on sidewalks? [ ] Yes [ ] No
6. Do you use signals or blinkers when turning? [ ] Yes [ ] No
7. Does your bike have a bell? [ ] Yes [ ] No
8. Does your bike have a light? [ ] Yes [ ] No
9. Bicycles must follow the same rules as cars? [ ] Yes [ ] No
10. Who has the right of way, the bike rider or pedestrian?
    _____

Suggested Answers to Worksheet, page 1.

1. The right side (with traffic).

2. Cars, trucks, buses, motorcycles, etc.

3. Yes. All regulations must be obeyed.

4. Yes.

5. Yes or No, depending on local ordinances. But sidewalks are mainly for pedestrians, so ride on the right and give pedestrians the right-of-way, when riding on sidewalk.

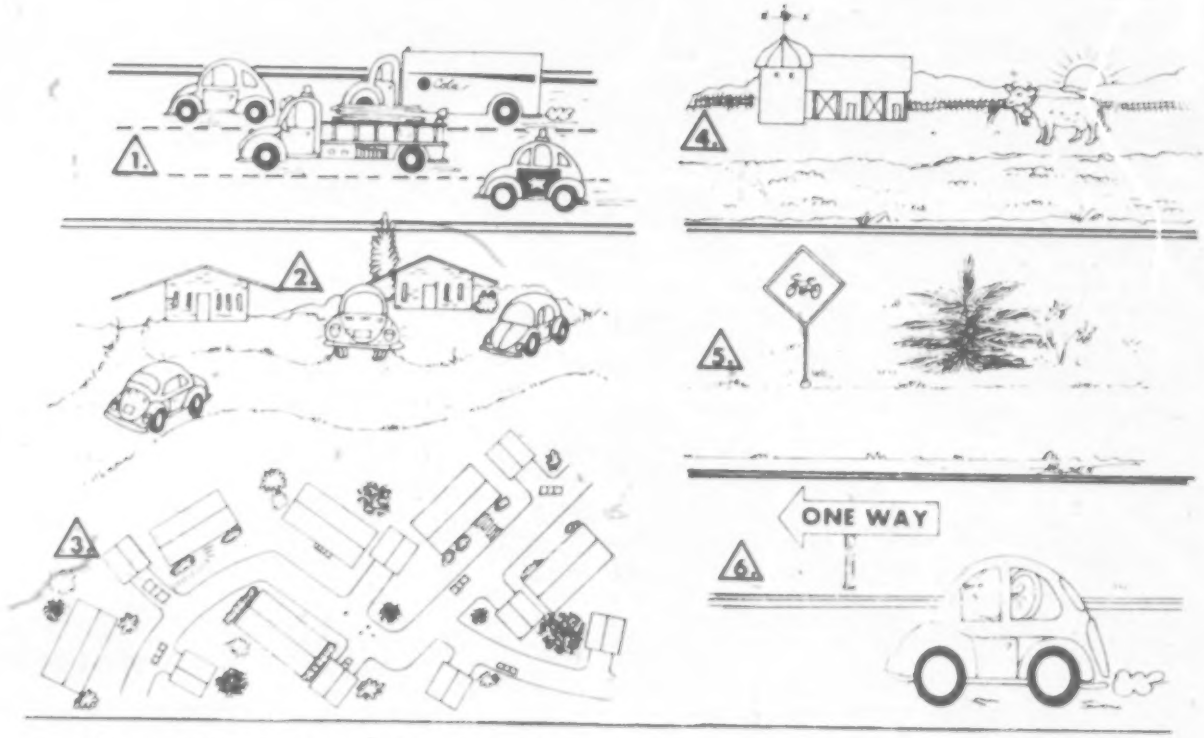
6. Yes. Bicyclists should always signal right and left turns, and when they intend to stop.

7. (Individual response.) Bikes should have a warning device - a horn or a bell.

8. (Individual response) To be ridden at night, bicycles must have a light.

9. Yes. When ridden on the street, bicycles should follow the same rules as cars.

10. The pedestrian is the most vulnerable, so he should be given the right-of-way.



The pictures show different things we have to understand when we are riding a bike in traffic.

Picture #

1. What can you do to be careful and safe when riding here?_____.

2. What should you be careful of here?_____.

3. In this bird's eye view of a neighborhood, what dangers should you watch out for?_____.

4. Where and how should you ride on this country road?_____.

5. What does the sign mean?_____.

   Is it a good place to ride a bicycle?_____.

   Do you still have to be careful?_____.

6. What should you do if you want to ride on road #6?_____.

Suggested Answers to Worksheet, page 2.

1. It would be best not to ride on this busy street if there is another place to ride. Otherwise, keep to the right and ride with traffic. Walk a bike across this busy street. Ride on the sidewalk, if local laws allow it.

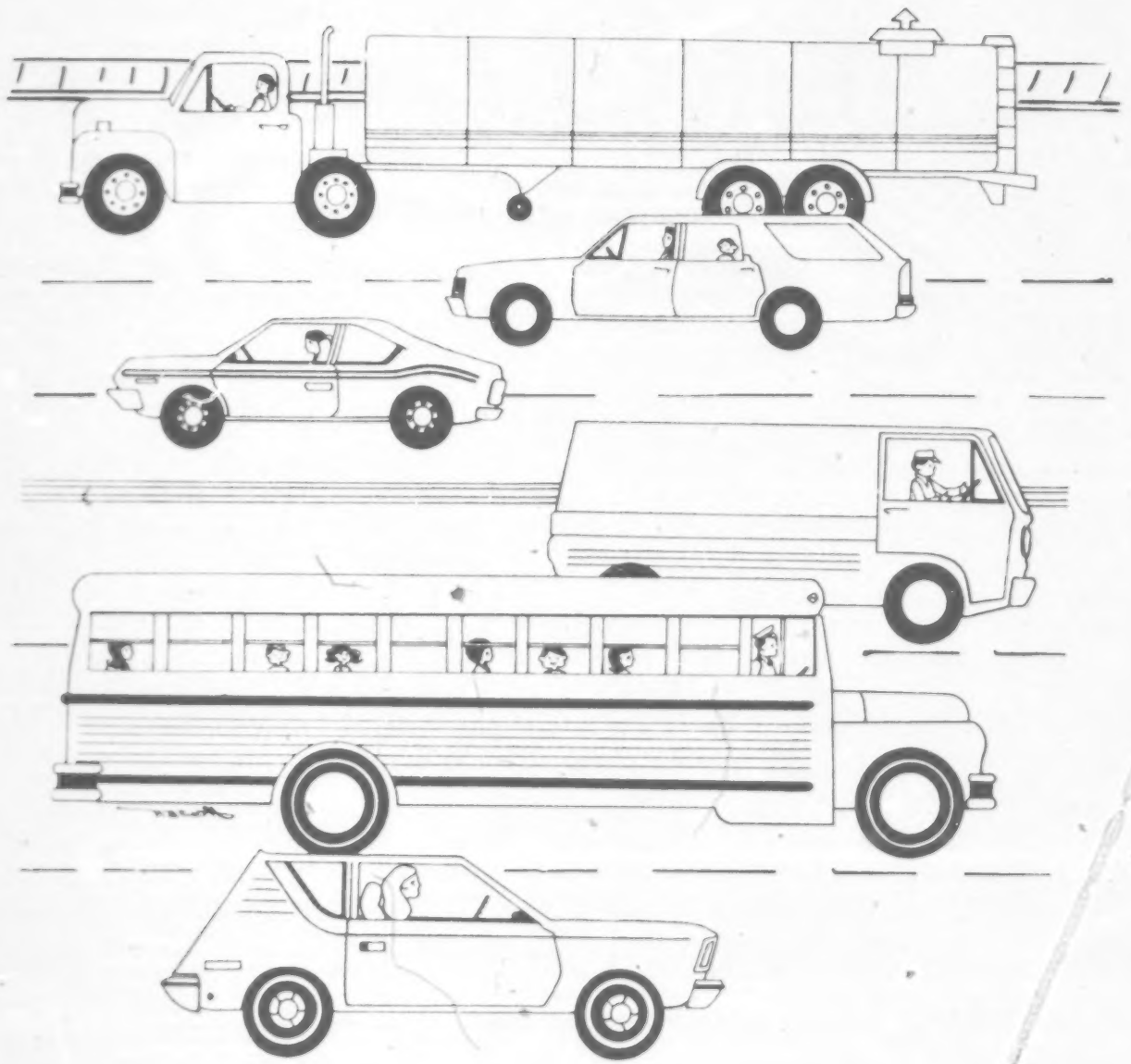
2. The car is backing from the driveway. Cars are coming from both directions on the street.

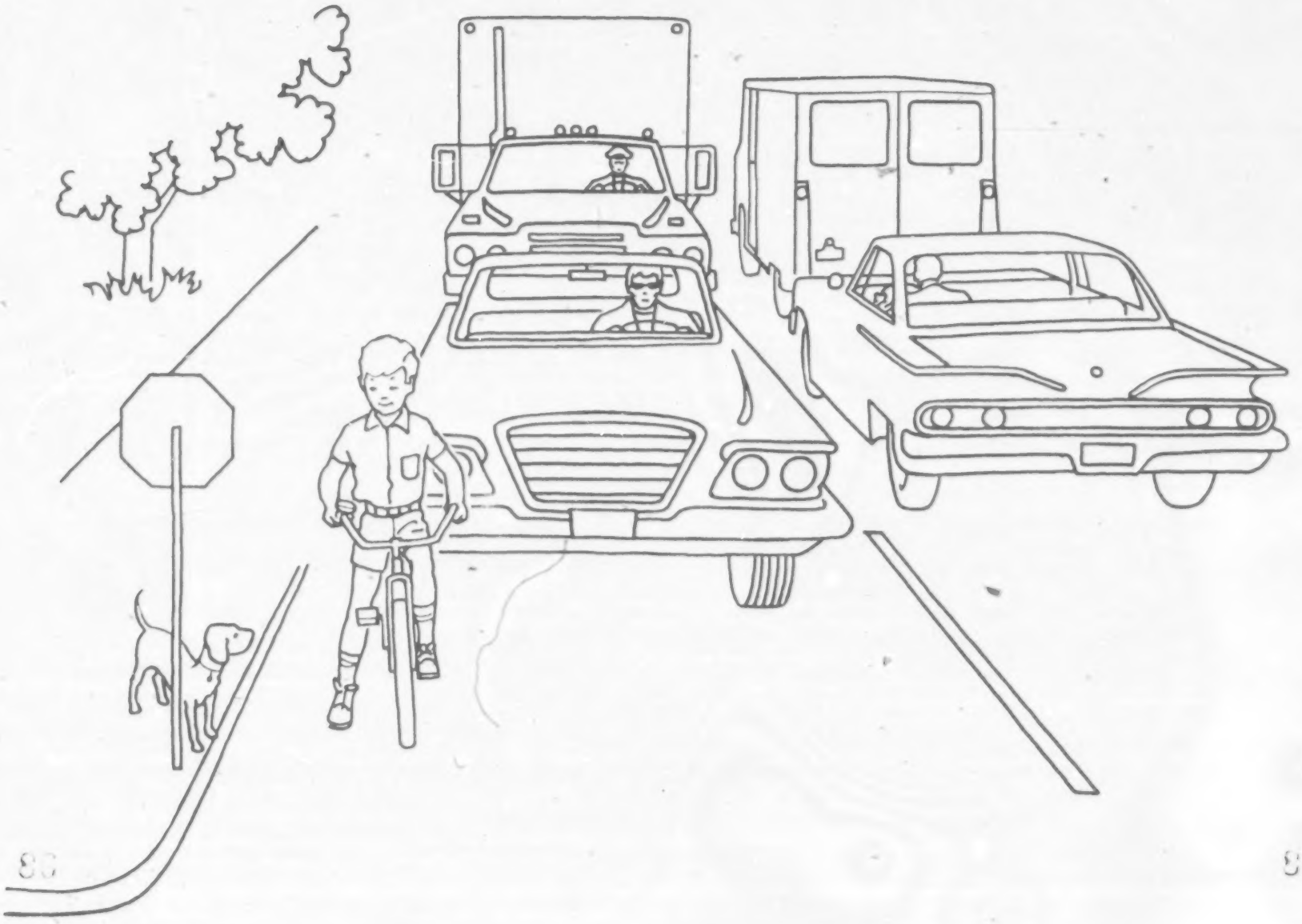
3. Driveways are the biggest hazards shown. Bicyclists must watch for backing or turning cars.

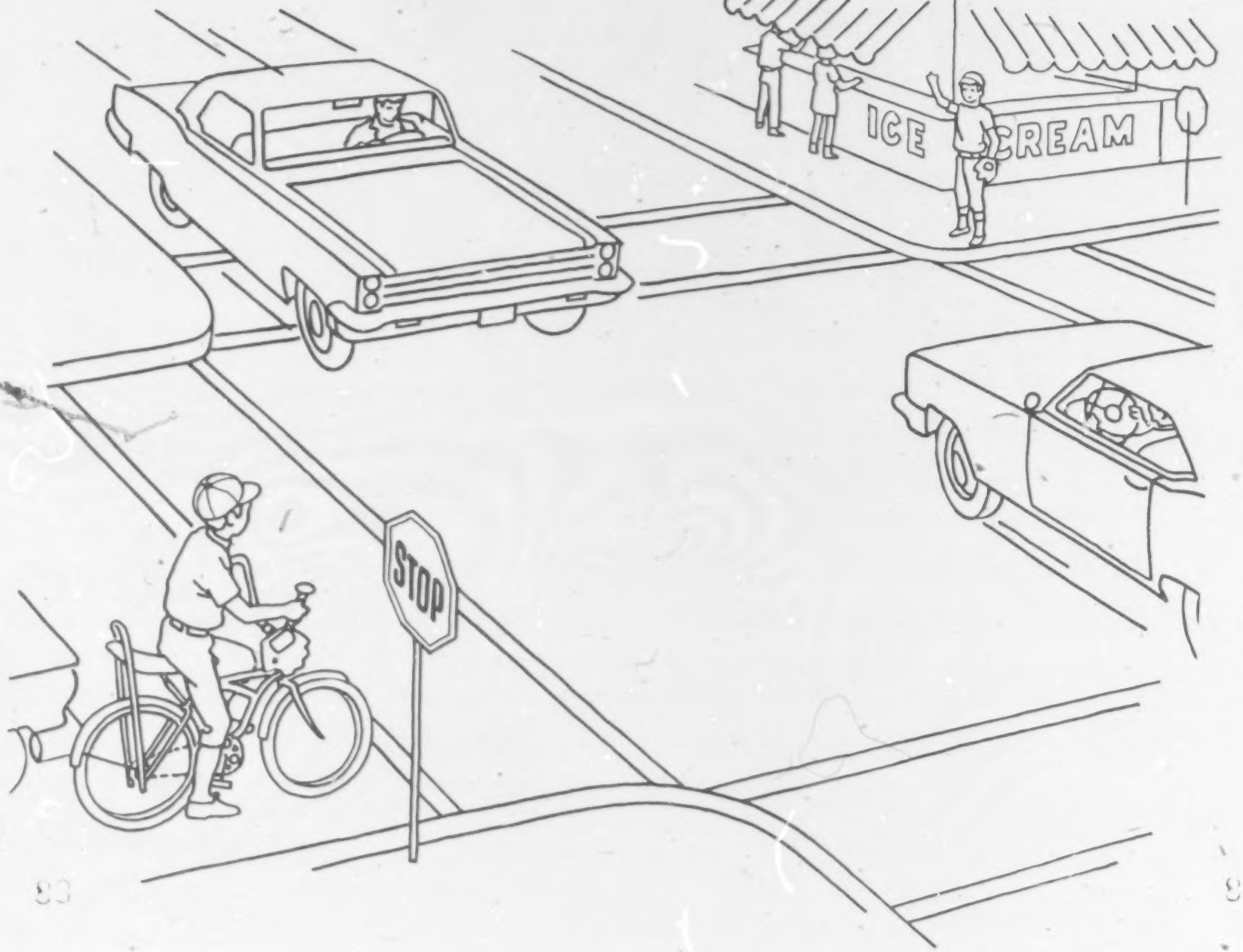
4. Ride single file and on the right.

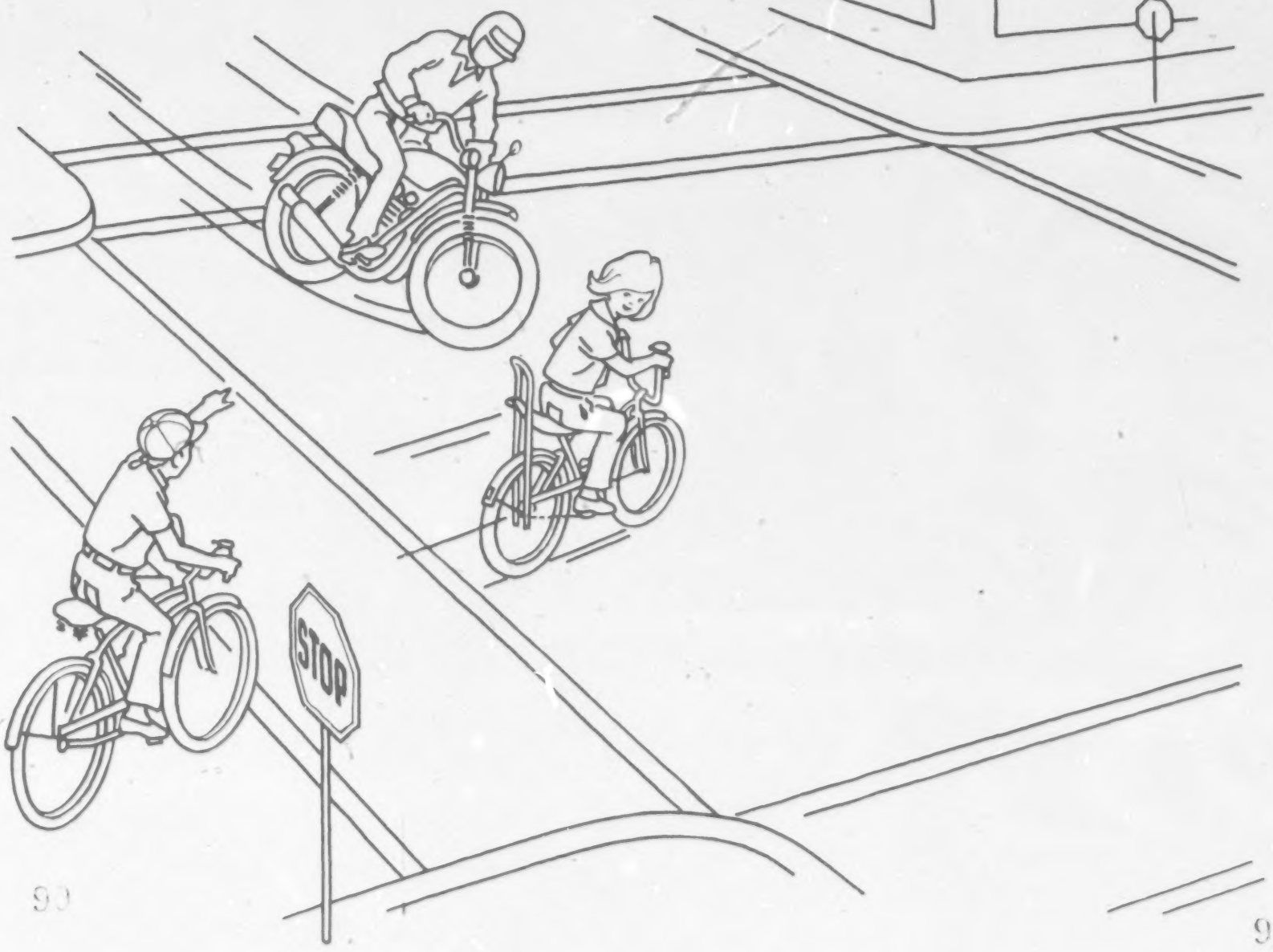
5. This is a "Bike Route" sign. The path is for the use of bicycles. The sign alone doesn't assure safety. Bicyclists must watch out for traffic.

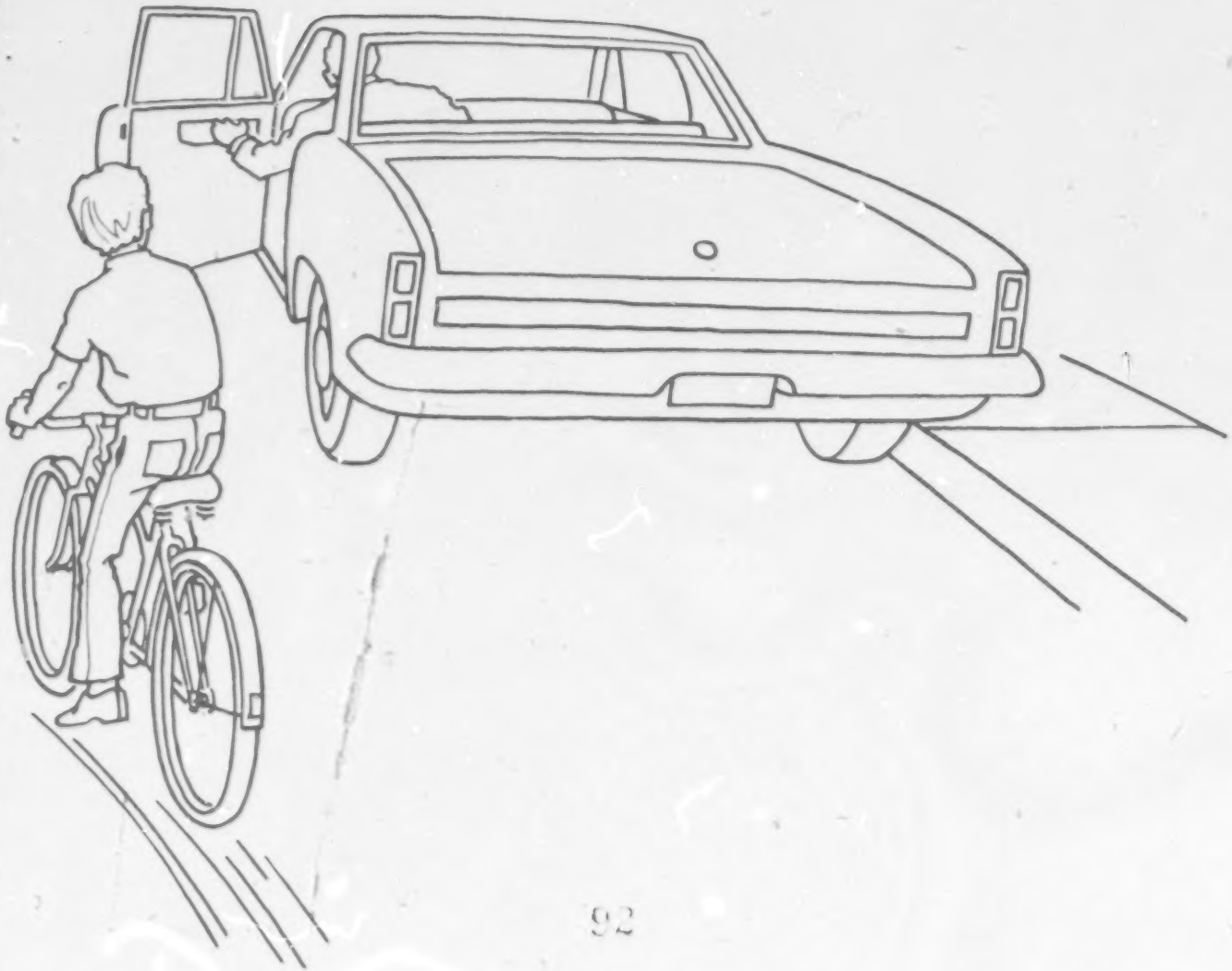
6. Ride on the right, and going in the correct direction.



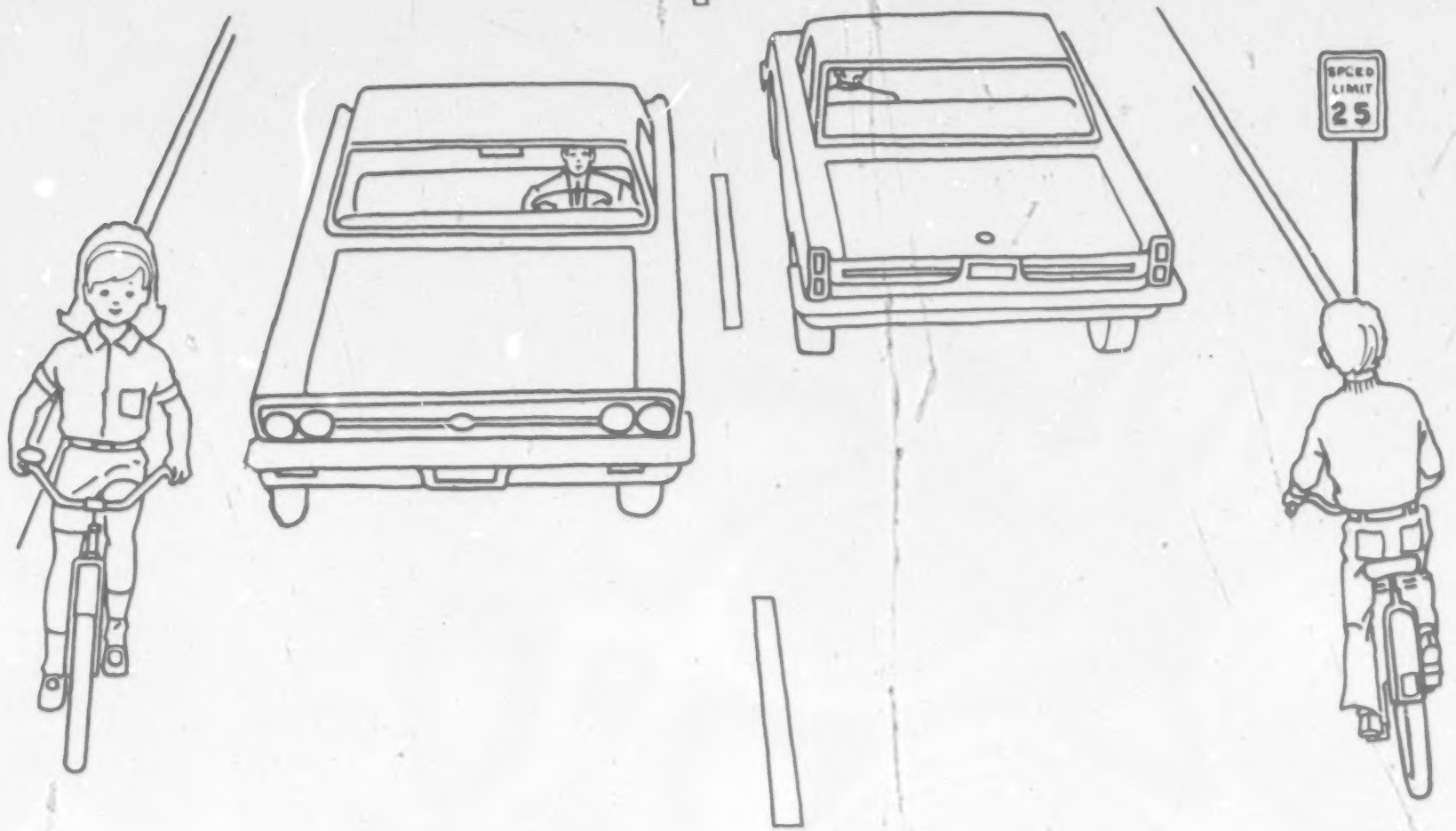


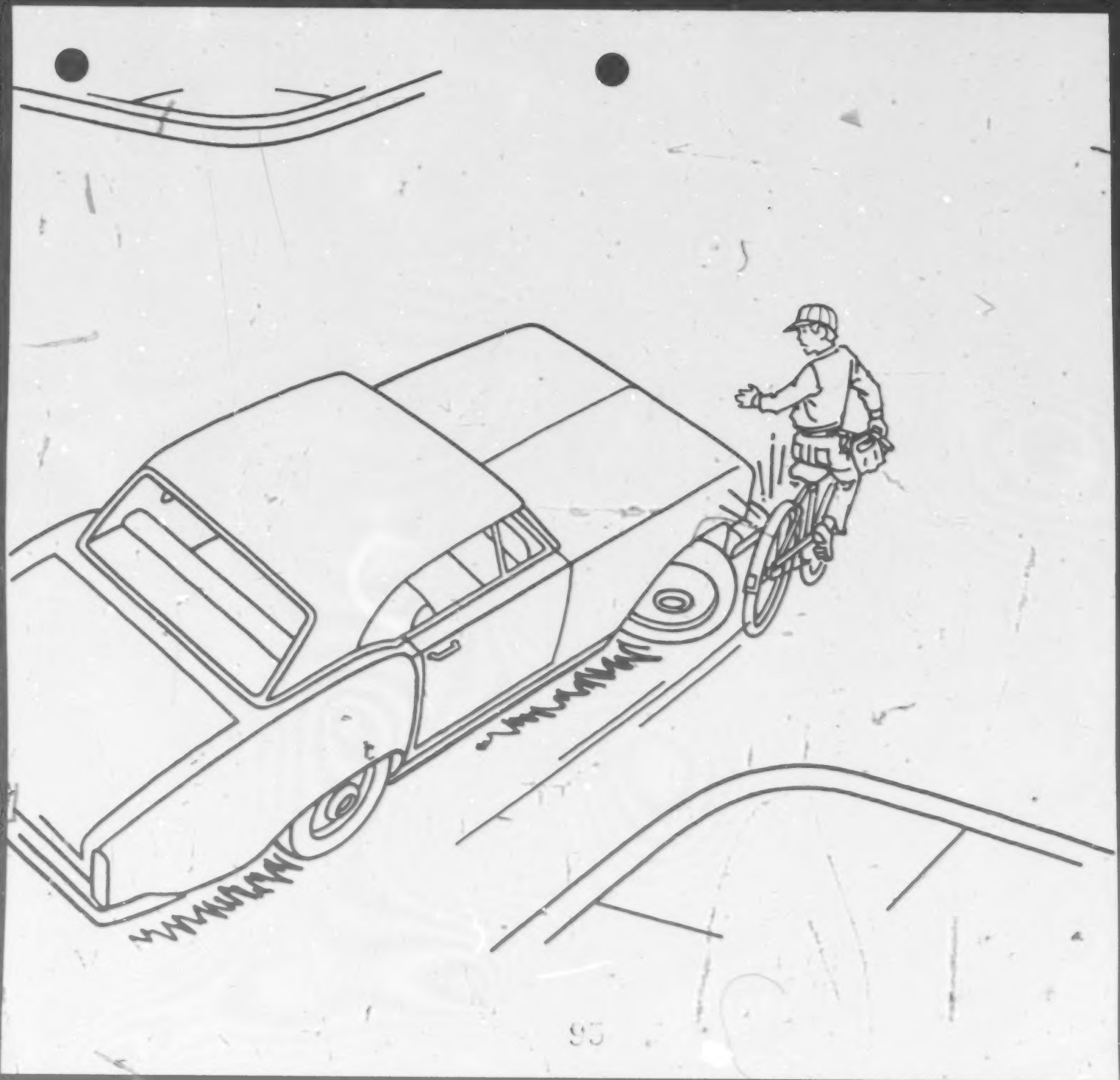

ICE CREAM
STOP


STOP

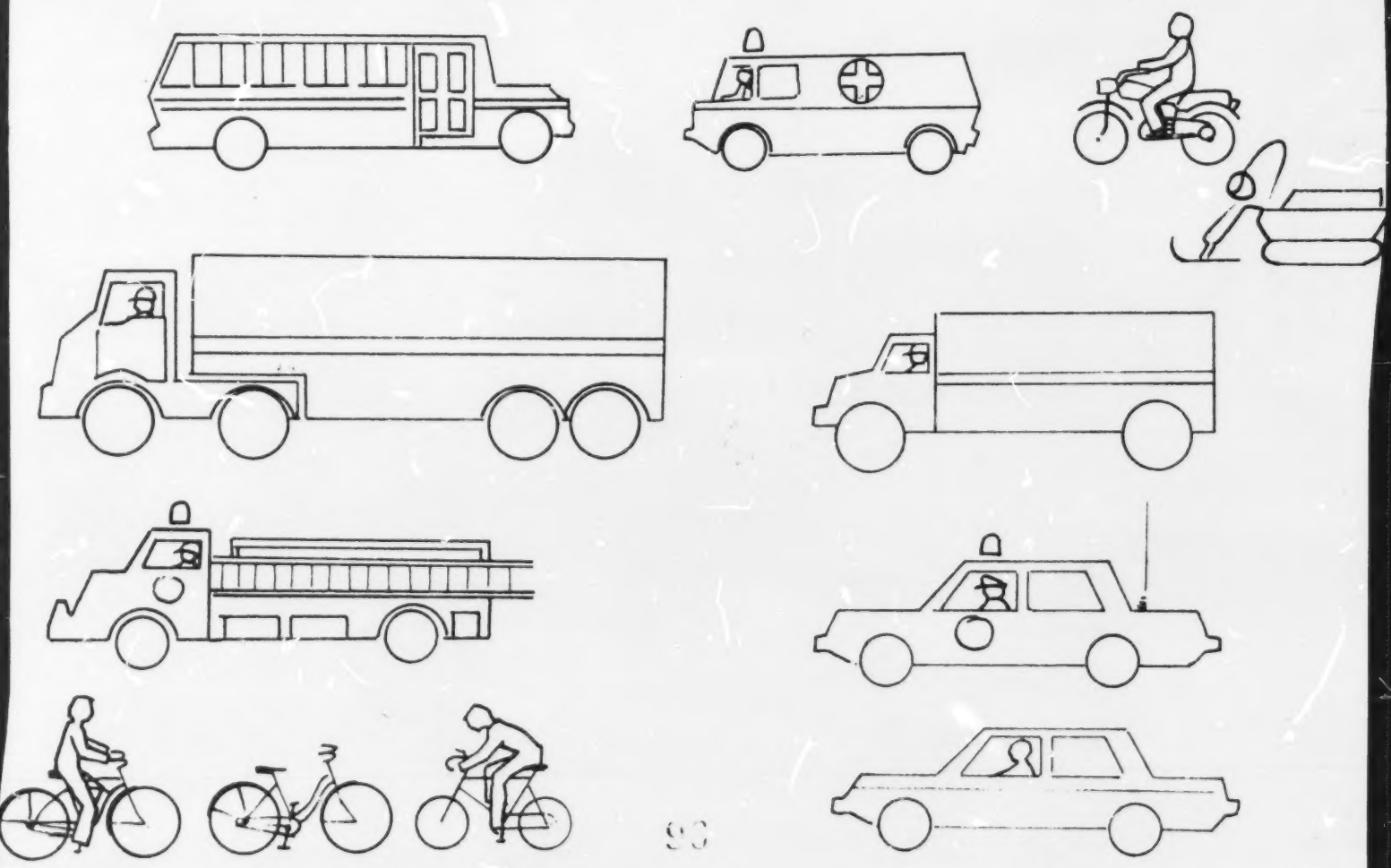


Keep to the right – Drive with traffic





SIZE COMPARISON



ASSESSMENT NAME _____

Read each statement. Then circle TRUE if the statement is true and FALSE if the statement is false.

Example: An open car door can be dangerous for the bicycle driver. (TRUE) FALSE

---

1. Bicycle drivers must drive on the same side of the street as car drivers drive. TRUE FALSE

2. Bicycle drivers do not have to stop for a "STOP" sign. TRUE FALSE

3. Bicycle drivers do not have as much protection as car and truck drivers do. TRUE FALSE

4. Bicycle drivers are not as easy to see as cars and trucks are. TRUE FALSE

5. Turning cars must look out for bicycle drivers, as bicycle drivers cannot watch out for cars. TRUE FALSE

6. A fast moving car takes longer to stop than a fast moving bicycle. TRUE FALSE

7. A dark bicycle and rider are easier to see at night than a dark, moving car. TRUE FALSE

8. Streets with a lot of traffic on them are usually as safe to ride bicycles on as streets without much traffic. TRUE FALSE

9. Bicycles are smaller, go slower, and weigh less than cars. TRUE FALSE

10. Bicycle riders driving on a roadway must follow the same rules as car drivers. TRUE FALSE

BICYCLE SAFETY – THIRD GRADE

LESSON SIX

"SECURING & PROTECTING YOUR BICYCLE WHEN NOT IN USE"

OBJECTIVE SIX

A. Given examples of proper and improper methods of securing an unattended bicycle, the student will identify the proper methods.

B. When asked, the student will describe ways to identify his bicycle and insure it against loss.

KEY POINTS

1. Lock your bicycle when you leave it unattended, even if it's for just a minute.
2. Put your bicycle in the garage, storage room or house when you are not riding it.
3. Register and license your bicycle with the police or fire department.
4. Ask your parents to keep a record of the serial number of your bicycle with their important papers.
5. Ask your parents to check homeowner's insurance policy to see if your bicycle is insured.

MATERIALS NEEDED

The pictures that accompany this lesson. (Activities 1 and 3)

Enough copies of the letter to parents for each student. (Activity 7)

Enough copies of the assessment exercise for each student.

Additional Resource Material

"Lock Your Bike" pamphlet, available from your local Schwinn dealer, or:

Schwinn Bicycle Company
1856 North Kostner Avenue
Chicago, Illinois 60639

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the pictures (accompanying this lesson) of the proper and improper methods of securing a bicycle when unattended. Ask the students to respond to the pictures. How would they secure their bicycle if they were using the bicycle pictured?

   The correct way to lock a bicycle is to place the chain through both wheels, the frame, and around a stationary object. When that is impossible, make certain the chain goes through one wheel (preferably the rear) and the frame. It is best to lock your bicycle upright to a bike rack, post, or fence.

2. Have the students list all of the places they think a bicycle would be safe in their home. (Teacher could put them on the chalkboard.) Then ask them to eliminate all of the areas that are not or could not be locked. Now, is there any place safe enough to protect your bicycle in your home?

3. Ask the students the following questions:

   a. If your bicycle were stolen, who would you call? (Policeman – Sheriff)

   b. What could you tell the policeman about your bicycle that would help him find it for you? (Make – model or type – color – was your name on it – did it have a license on it – do you know the serial number?)

   c. Show the picture of the locations of the serial numbers on a bicycle. Would this help a policeman find your bike? Show the License Placement picture. Ask why people wouldn't want to put licenses on removable parts.

   d. Is your bike insured? If it is stolen, will insurance cover the loss?

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Ask students to check their bicycle make and serial number before the lesson is taught. Or complete this activity the following day. Have several students act out calling the sheriff or police to report a bicycle lost or stolen. Other students listen and evaluate if enough information was given. If the number of the police department and/or sheriff isn't known, have a student look it up.

5. Invite the local bicycle dealer to come to your class and explain how to best secure a bicycle. You may also ask him to bring samples of the different types of locking devices, those that are good and those that are not too good. Before his visit, have students compile questions they would like answered.

6. Invite a local policeman to come to your class and explain the licensing procedure and what information they need to recover a stolen bicycle. The policeman could also give some other hints on how to best secure a bicycle.

Ask the officer to relate some reasons (or past cases) why bicycles are stolen as the result of a careless owner.

7. Give each student a copy of the take-home information for his parents. Ask each student to have his parents help him fill in the needed information. (Bicycle serial number, make, model, color, stored in safe location, licensed, homeowners insurance coverage?)

SUMMARY

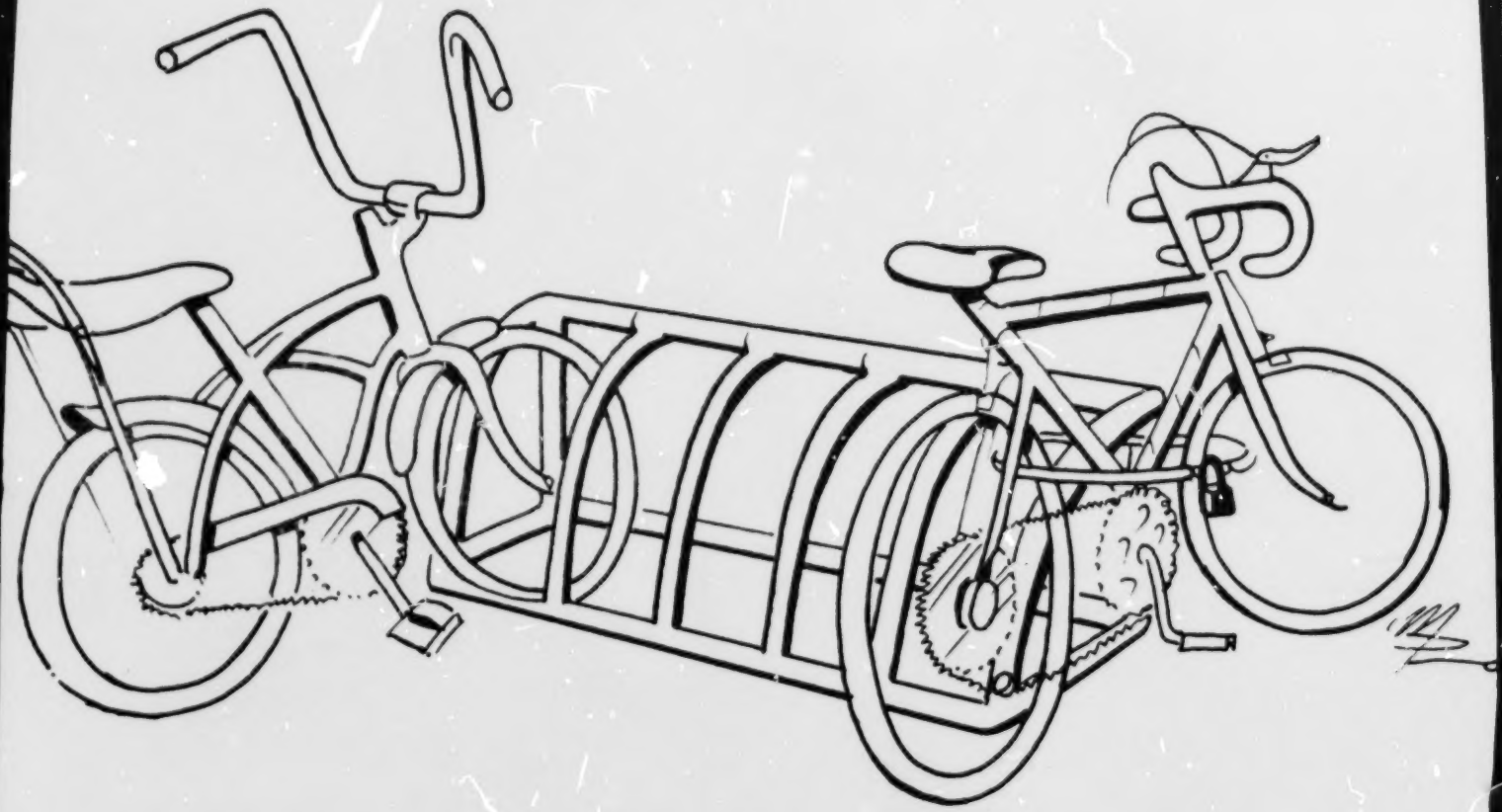
Remind the students that bicycles are easily stolen. To help prevent theft, lock your bike when not in use or put it in a safe place. To help recover a lost or stolen bicycle, have it licensed and keep records in a safe place in your home.

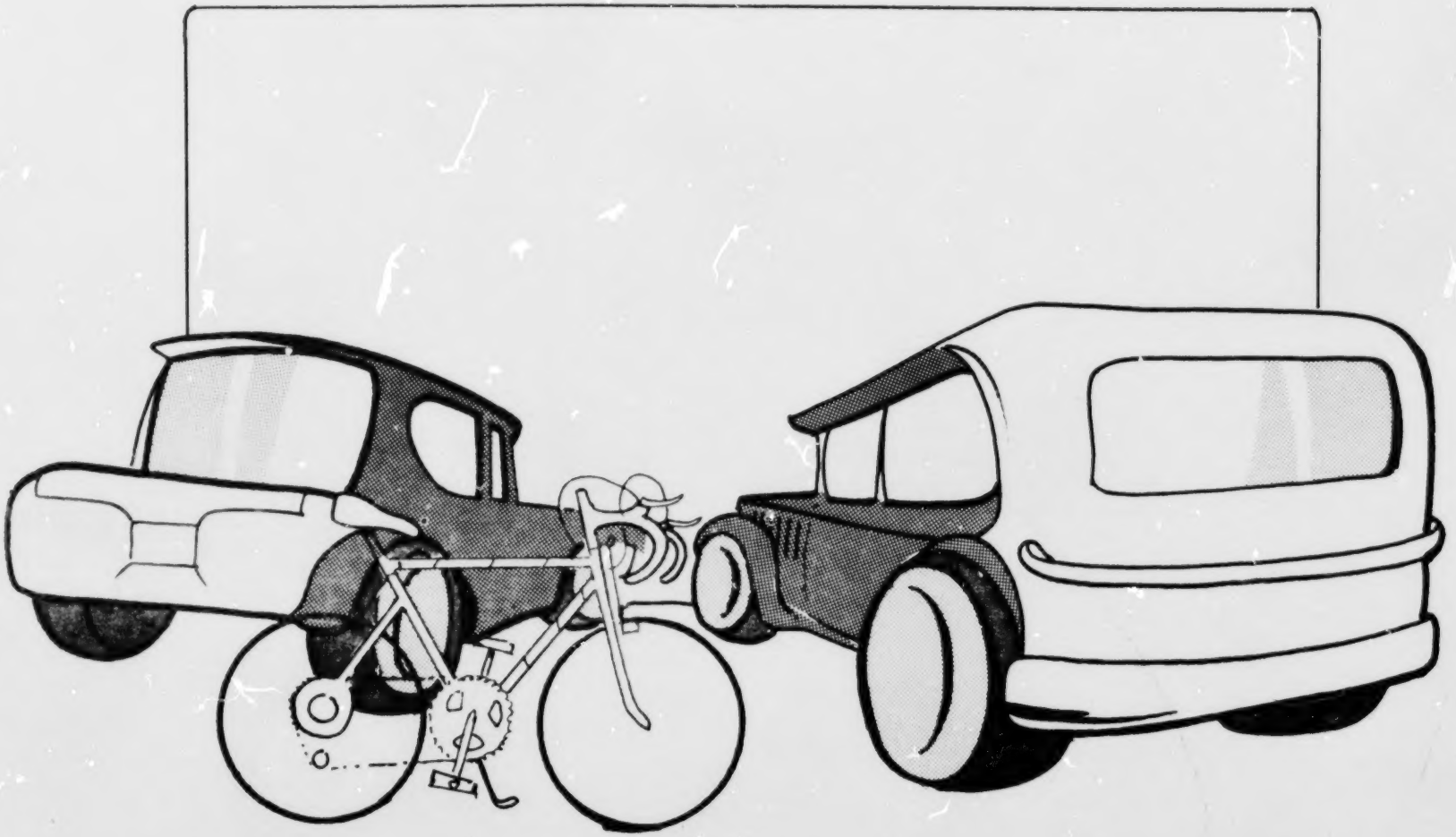
ASSESSMENT PROCEDURE (OPTIONAL)

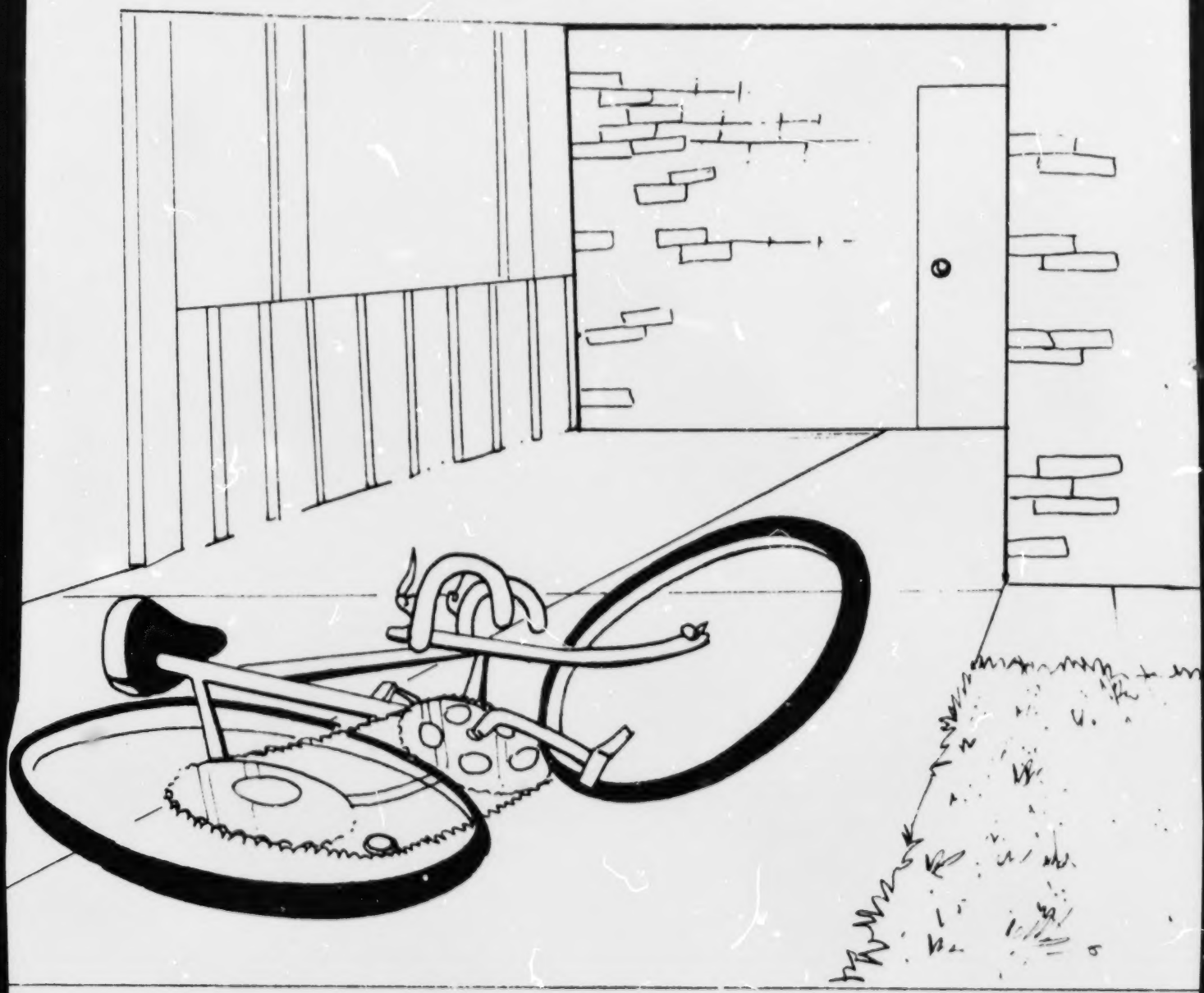
Give each student a copy of the assessment exercise. Instruct students:

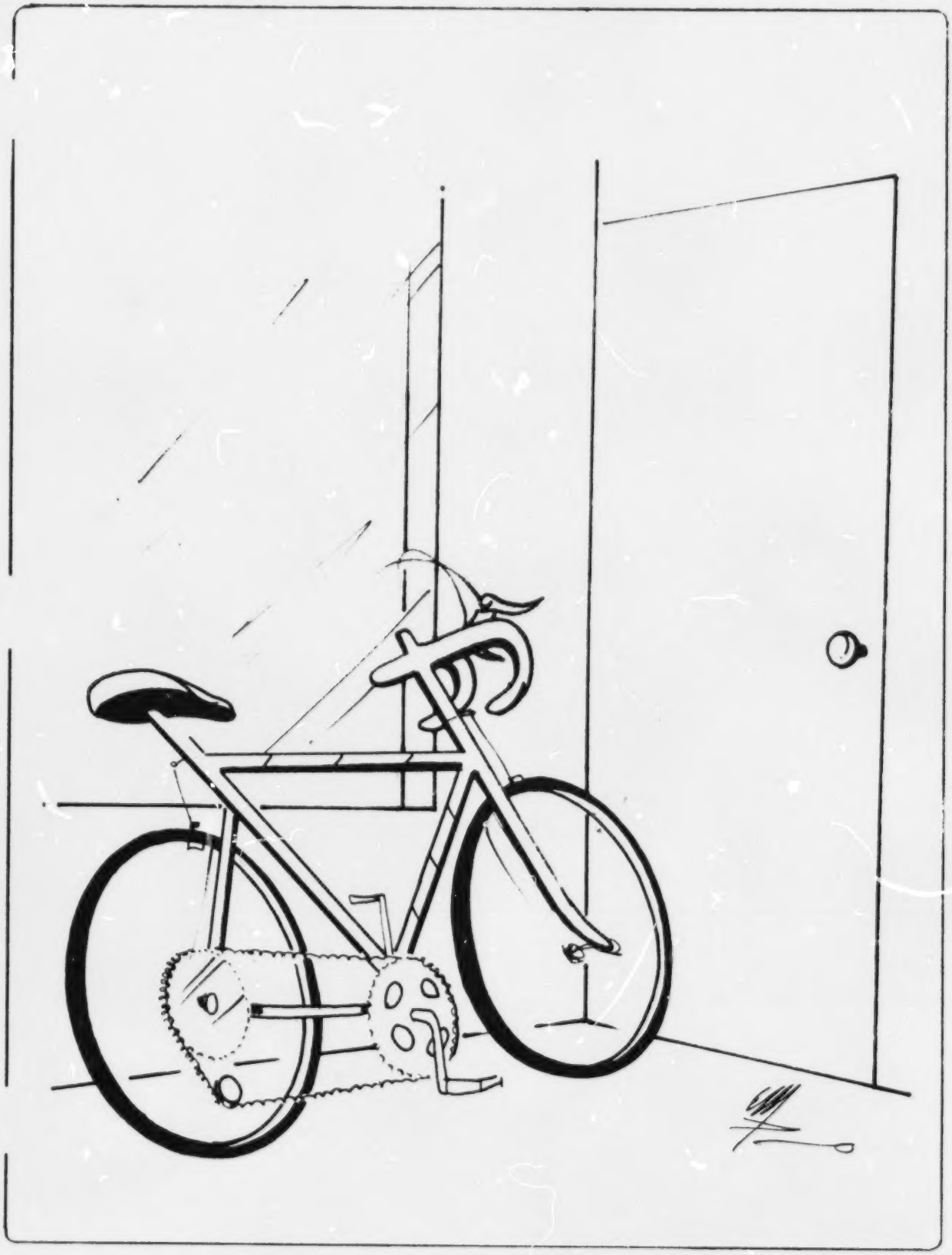
> Circle the bicycles that are properly secured. On the back of the paper, list two or more things you can do besides locking your bicycle to keep it from being lost or stolen or that would make it more likely to be returned if lost or stolen. (Suggested answers: Keep a record of the serial number, make, and model numbers. Get a license for the bike. See that the bike is insured. Store it in a safe place.)

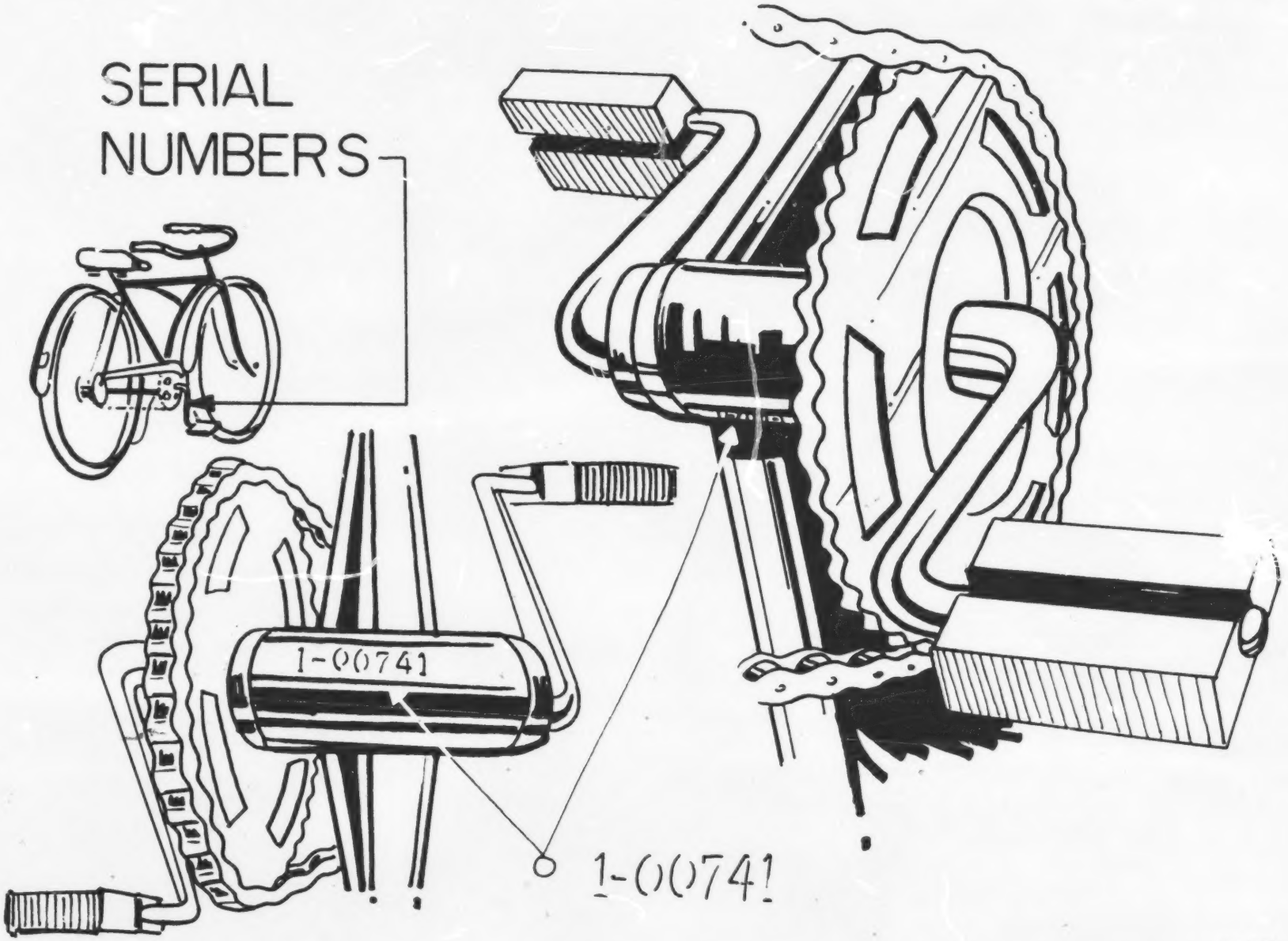
Collect the exercise, and complete the assessment checklist. Give remedial help where needed.



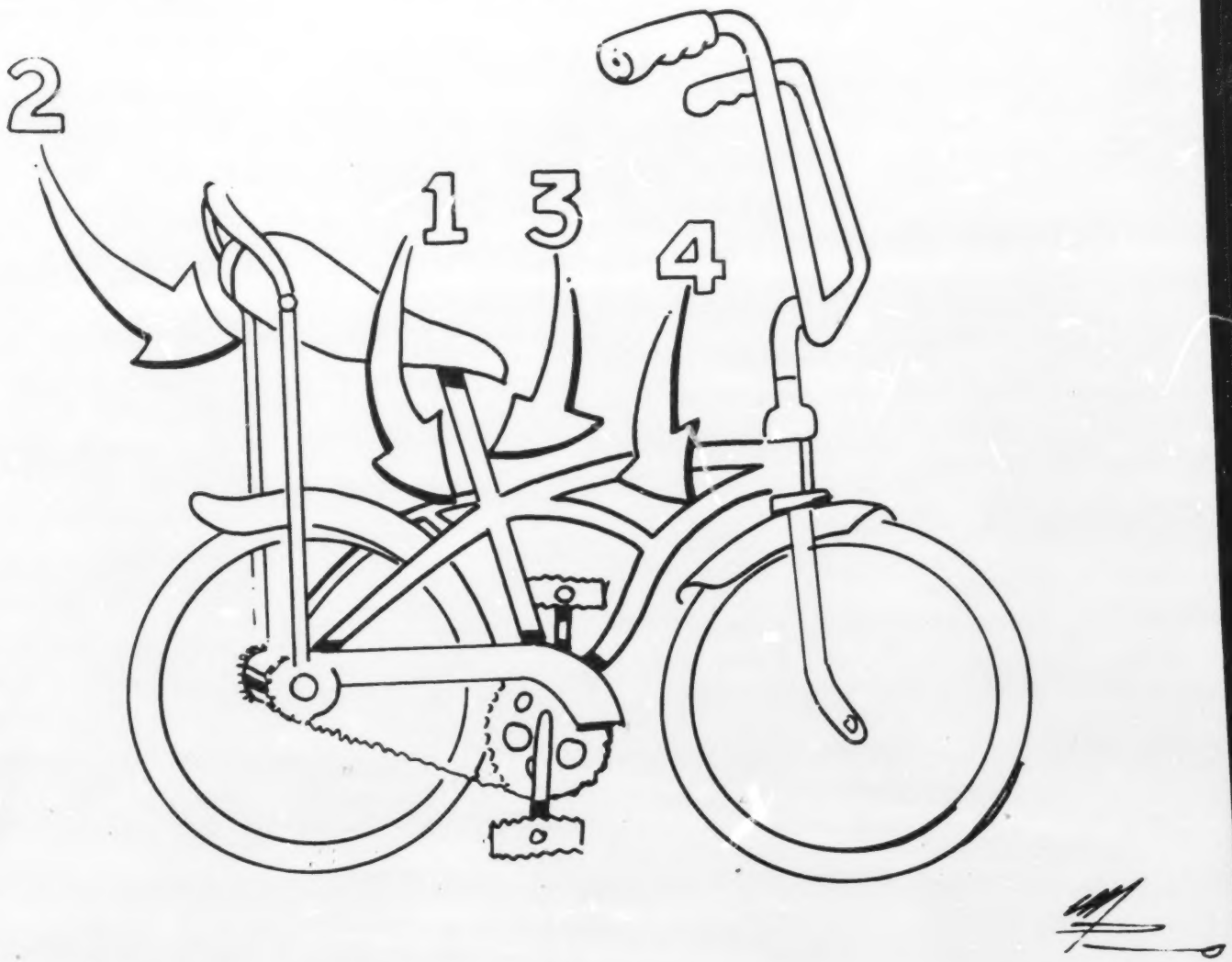







SERIAL
NUMBERS
1-00741
1-00741

LICENSE PLACEMENT



PLACES RECOMMENDED FOR PLACEMENT OF THE BICYCLE LICENSE:

1. A license plate should preferably be attached here. It is easily seen and not easily taken off the bicycle.

2. A license plate can be easily seen when it is attached to the seat. However the seat can be removed; therefore placement #1 is recommended instead.

3 & 4. Adhesive (stick-on) license tabs should be placed on the frame where they can be easily seen. They should not be placed on removable parts, such as fenders or handlebars, or over the serial numbers.

Many stolen and lost bicycles are traced through bicycle license numbers.

Dear Parents,

Due to the high number of bicycle thefts, it is a good idea to have the following information recorded and kept in a safe place:

Bicycle make: _____

Bicycle model: _____

Bicycle serial #: _____

Bicycle color: _____

Bicycle license #: _____

Storage area: _____

Insurance - coverage: _____

Your child should be encouraged to lock his/her bicycle securely each time he leaves it and to put the bicycle in the garage, storage area, or house when he is not riding it.

Your homeowner's or renter's insurance can be checked to see if the policy covers bicycles. Perhaps you will want to add that coverage.

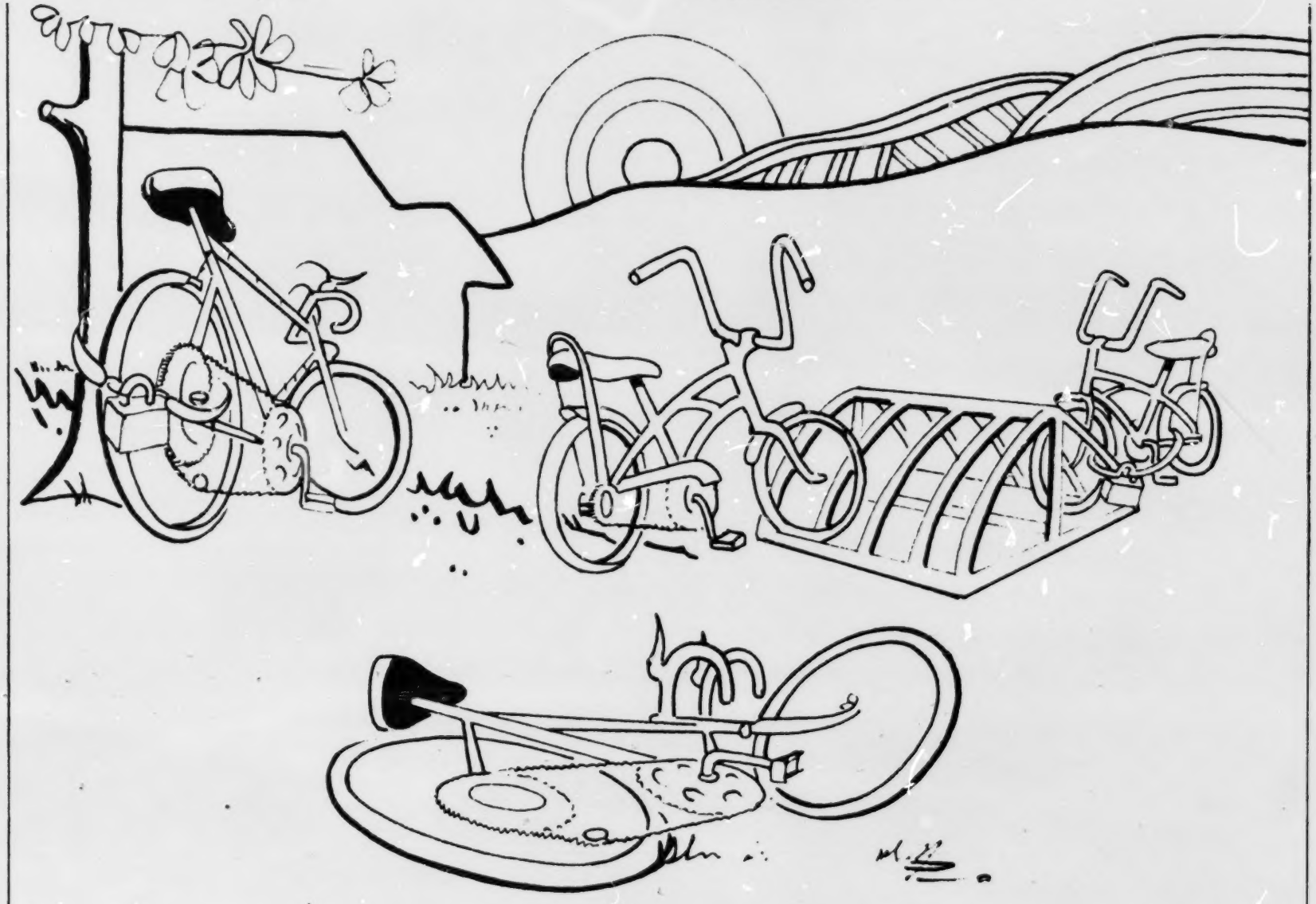
We appreciate your help and hope that with a cooperative effort between our school and parents, we can prevent bicycle theft, and aid in recovery of stolen and lost bicycles.

Thank you for your interest and support.

Sincerely,

ASSESSMENT

NAME _____



BICYCLE SAFETY – THIRD GRADE

LESSON SEVEN

"COURTESY, SAFETY, AND RIDING"

OBJECTIVE SEVEN

Given examples of courteous and safe and discourteous, unsafe behaviors for bicycle riders, the student will identify the courteous and safe behavior.

KEY POINTS

1. Obey all of the rules and regulations that apply to bicycle riders when riding in the street.
2. When riding on the sidewalk, yield to pedestrians and other sidewalk users. (Be sure riding on a sidewalk is authorized by local laws.)
3. Put your bicycle away when you are through riding; do not lay it down on the sidewalk or driveway.
4. If you ride your bicycle to the store, place it in the bike rack or in the parking lot, not in front of the doorway.
5. Take pride in being a courteous bike rider.

MATERIALS NEEDED

Enough copies of the Arizona Bicycle Safety Rules attached to lesson, or enough copies of "Safe Bike Rules" (four-page master attached to lesson) or Schwinn "Bicycle Safety pamphlets for each student. (Activity 1)

"Arizona Revised Statutes Bicycle Safety Rules"

Free from:
ARIZONA DEPARTMENT OF TRANSPORTATION
The Office of Highway Safety
1655 West Jackson Street
Phoenix, Arizona 85007

OR

Driver & Safety Education Division
ARIZONA STATE DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

"Bicycle Safety" pamphlet and poster "12 Rules of the Road"

Free from:
Schwinn Bicycle Company
1856 North Kostner Avenue
Chicago, Illinois 60639
OR
Your Local Dealer.

The pictures that accompany this lesson. (Activity 2)

Enough copies of "Bunky's Bicycle" for each student. (Activity 6)

Enough copies of Rebus Story sample drawing for each student. Optional. (Activity 7)

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Give each student a copy of the four-page "Safe Bike Rules," the Arizona Bicycle Safety Rules or Schwinn Bicycle Safety "12 Rules of the Road." Have them identify those rules that would apply to a courteous rider.

   Ask one student to read a safety rule that is a courteous behavior or manner, and then ask another student to respond with the noncourteous behavior for the same rule. What are the results of the discourteous actions?

   While students are discussing this, have each student keep a record of which safety rules the students follow in a courteous or discourteous manner. They can write the safety rule, then put "C" in front of it for courteous behavior; "D" for discourteous behavior. At the end of the activity, have the students total each column to see how they responded to the safety rules.

2. Show the students the pictures accompanying this lesson where the bicycle riders are courteous or discourteous to other sidewalk users. Have students respond to the questions on the back of that particular picture. Ask them what they would do if they were the bicycle rider in that particular picture. How many other sidewalk users can they name that they would be courteous to while riding on the sidewalk?

3. Ask the students the following questions:

   a. What do you do with your bicycle when you're through riding it and go in the house?

   b. Where do you put your bicycle when it gets dark outside?

   c. When you visit a friend's house, where do you park your bicycle?

   d. When you ride your bike to school, where do you park your bicycle?

   e. When you ride your bike to the store, where do you park your bicycle?

   Take the class outside to the bike rack or storage area and have them check to see if there are any bicycles parked where they would be a nuisance to someone else. Have the students locate areas around the school where bicycles might be found that would be a nuisance to others.

BASIC ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Ask the students to observe the actions of bicycle riders that they see before and after school. Have them report to the class how many courteous riders and noncourteous riders they observed during this time period. Ask your class why they think other students ride their bikes in a discourteous manner. How could a group such as their class help to change the students' behavior?

5. Have the students role play situations. For example, one student pretends he is riding his bicycle down a sidewalk and two other students are playing on the sidewalk.

   The first demonstration group will demonstrate discourteous behavior to each other. Have the class react to this. The second demonstration, have the students be courteous to one another. Ask them which of the two was easier and put all concerned in a better mood to carry on their activities. Repeat with other student demonstrations.

6. Give each student a copy of "Bunky's Bicycle." Have students fill in the blanks and draw the final picture. (You may want to have them do this on a separate sheet of paper.) Discuss. What should Bunky have done differently? What would you do in a situation like this? Has anything like this ever happened to you or to someone you know? Tell us about it. How could the situation have been prevented?

   Teacher: Note the time sequence in the pictures. (The sun goes down, and moon comes up.)

7. Have students write a bicycle rebus story about a boy or girl bike rider. Sample drawings are attached to this lesson.

SUMMARY

Remind the students that being courteous as a bike rider means obeying the safety rules, yielding to other sidewalk users, putting your bike away when you're not using it and being proud of being a good citizen while riding.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Read the directions to the students, instructing them to circle all the courteous, safe and thoughtful actions a bicycle driver should practice. Then read each sentence. (You may prefer that students circle the number or underline the courteous behaviors, whatever students are accustomed to doing.) Statements 1, 3, 5, 8, 9 and 10 are courteous behaviors. Students circling all six courteous behaviors have reached the lesson objective. Collect the assessments, complete the assessment checklist, and give remedial help where needed.

OPERATION OF BICYCLES

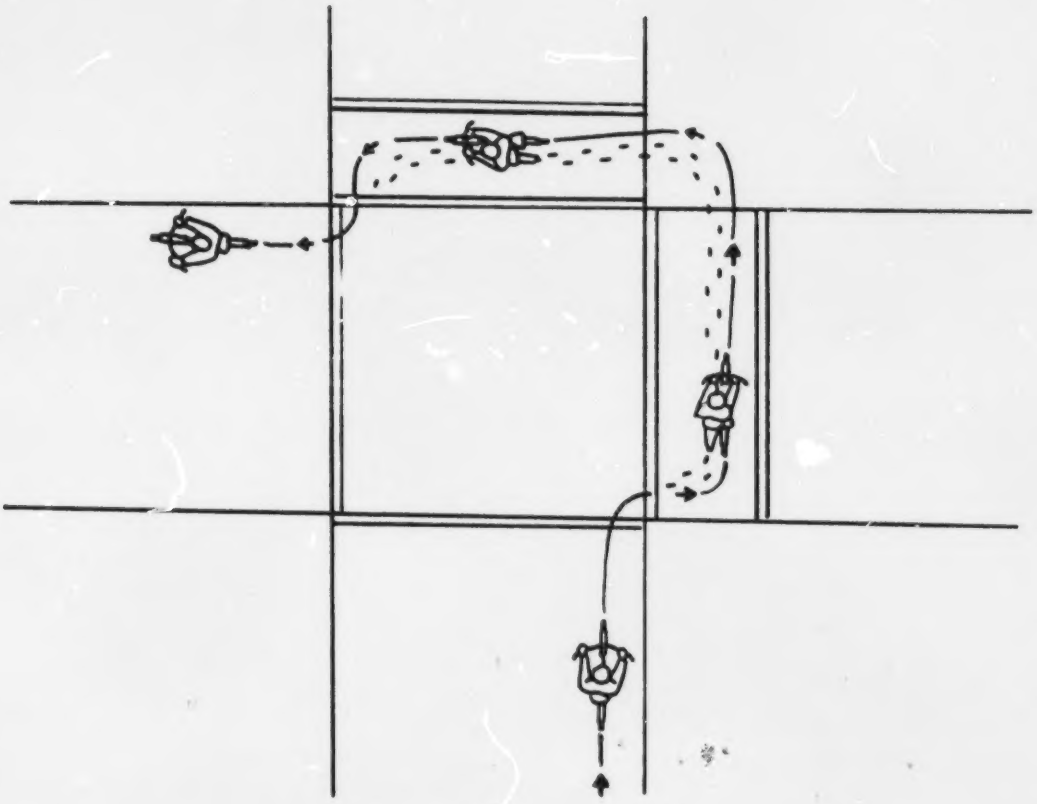
AND PLAY VEHICLES

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

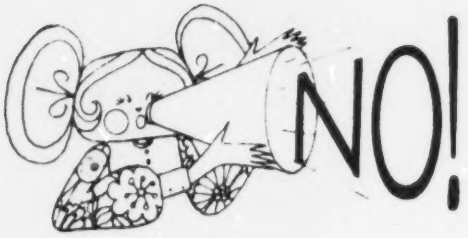
23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

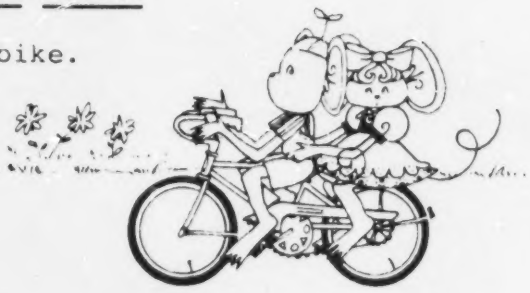
27. Always ride in bike lanes, paths, and routes when available.



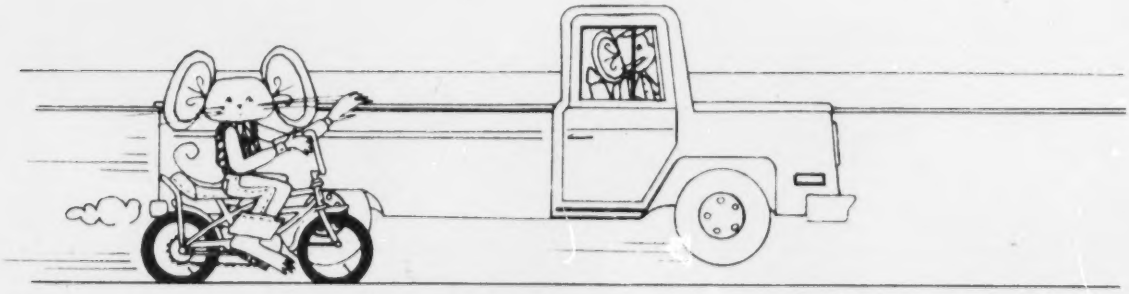
SAFE BIKE RULES

BICYCLE DO'S AND DON'TS

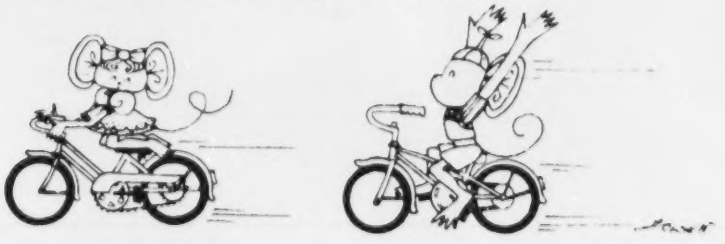
1. **DON'T** carry passengers on your bike.



2. **DON'T** hitch rides with your bike.

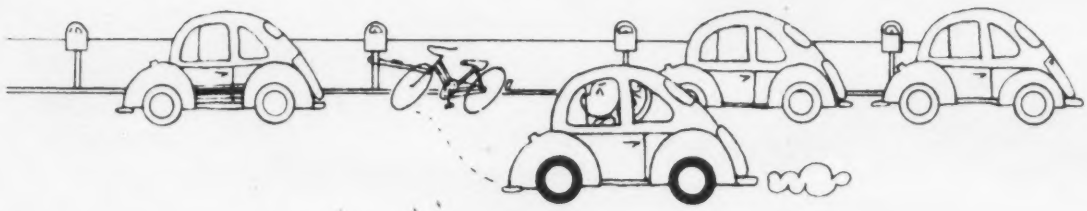


3. **DON'T** do tricks and stunts on your bike.

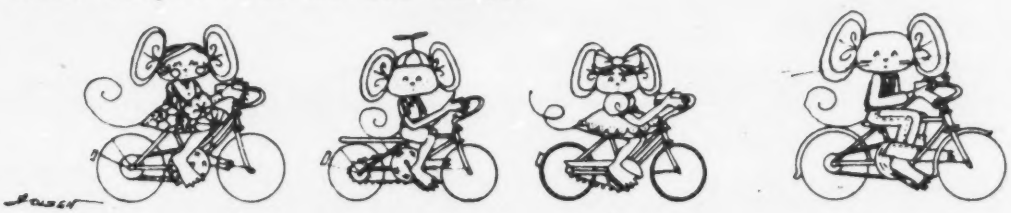


4. **DON'T** ride your bike on ice and snow.

5. **DON'T** park your bike in the road or in a pedestrian's way.



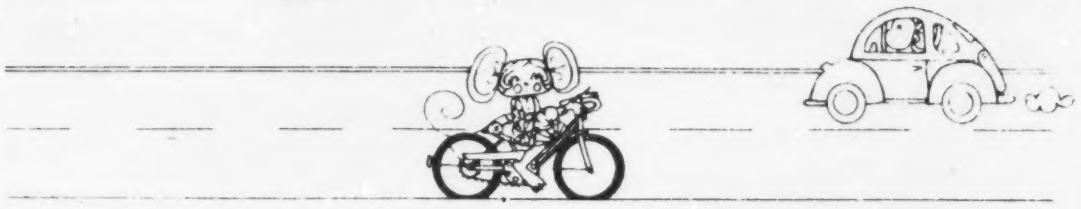
6. **DO** ride single file at all times.



7. **DO** use hand signals when turning.

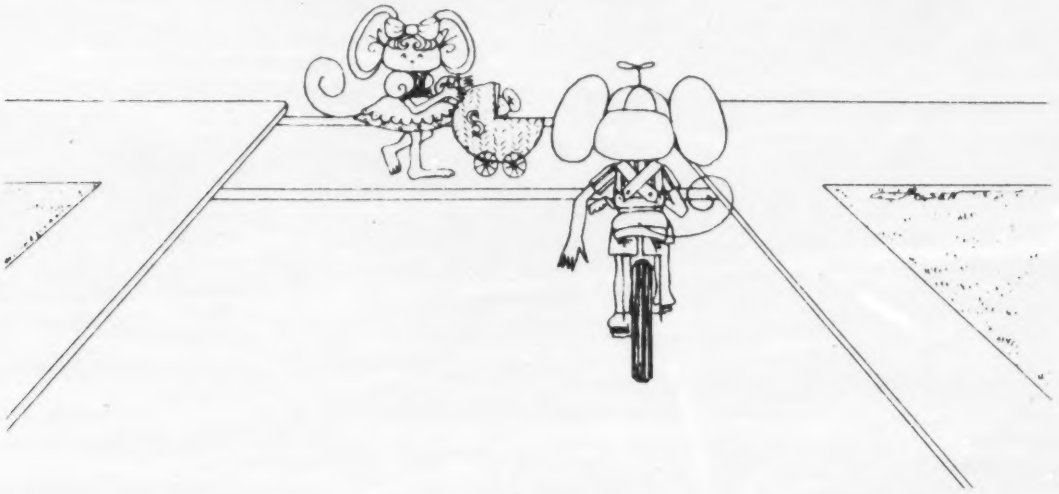
8. **DO** observe all traffic signs and traffic lights.

9. **DO** ride on the right side of the road at all times.

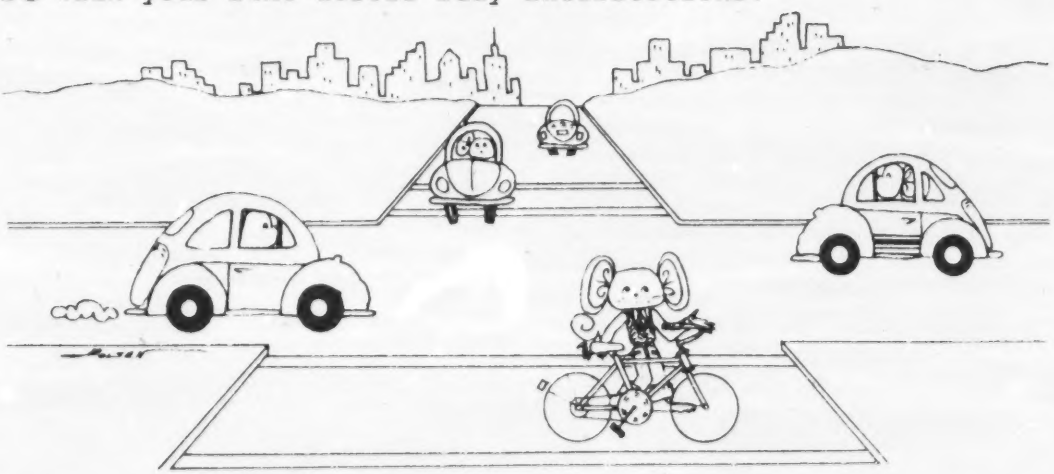


10. **DO** keep your bike under control at all times.

11. **DO** give pedestrians the "right of way" at all times.



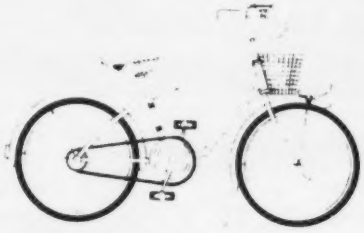
12. **DO** walk your bike across busy intersections.



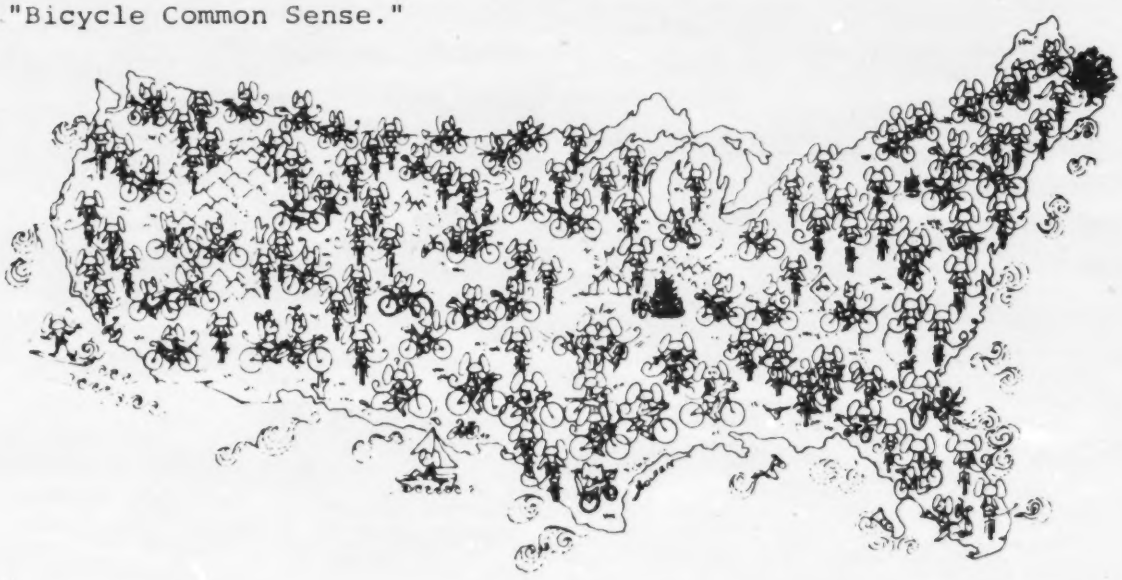
13. **DO** keep alert at all times.

14. **DO** wear light colored clothing when riding at night.

15. **DO** keep your bike in proper working order especially the reflectors, headlights, horn and bell.



Good bicycle manners and behavior are a must for all bike riders. Bicycling is one of our fastest growing sports and pastimes in the United States. The more bicyles on our roads and paths, the more we must be careful to ride with caution and "Bicycle Common Sense."



from:
"Bicycle Safety with the Mice Family"
SCOPE
P.O. Box 254
Oakdale, NY 11769

BOY YIELDING - PICTURE ONE

1. What is the bicyclist in this picture doing?

2. How do you think the pedestrian feels about this? How would you feel if you were the pedestrian?

3. Do you feel good when someone lets you go ahead? - When you let someone else go first?

BOY RIDING FAST IN MIDDLE OF SIDEWALK - PICTURE TWO

1. What is the bicyclist doing?

2. What could happen?

3. How would you feel if you were the pedestrian?

4. Do you feel good when someone bumps into you?

5. What should the bicyclist do in this situation to be courteous and safe?

NEVER Ride At Night...
Without A Reflector And Light
SEE,
Be Seen

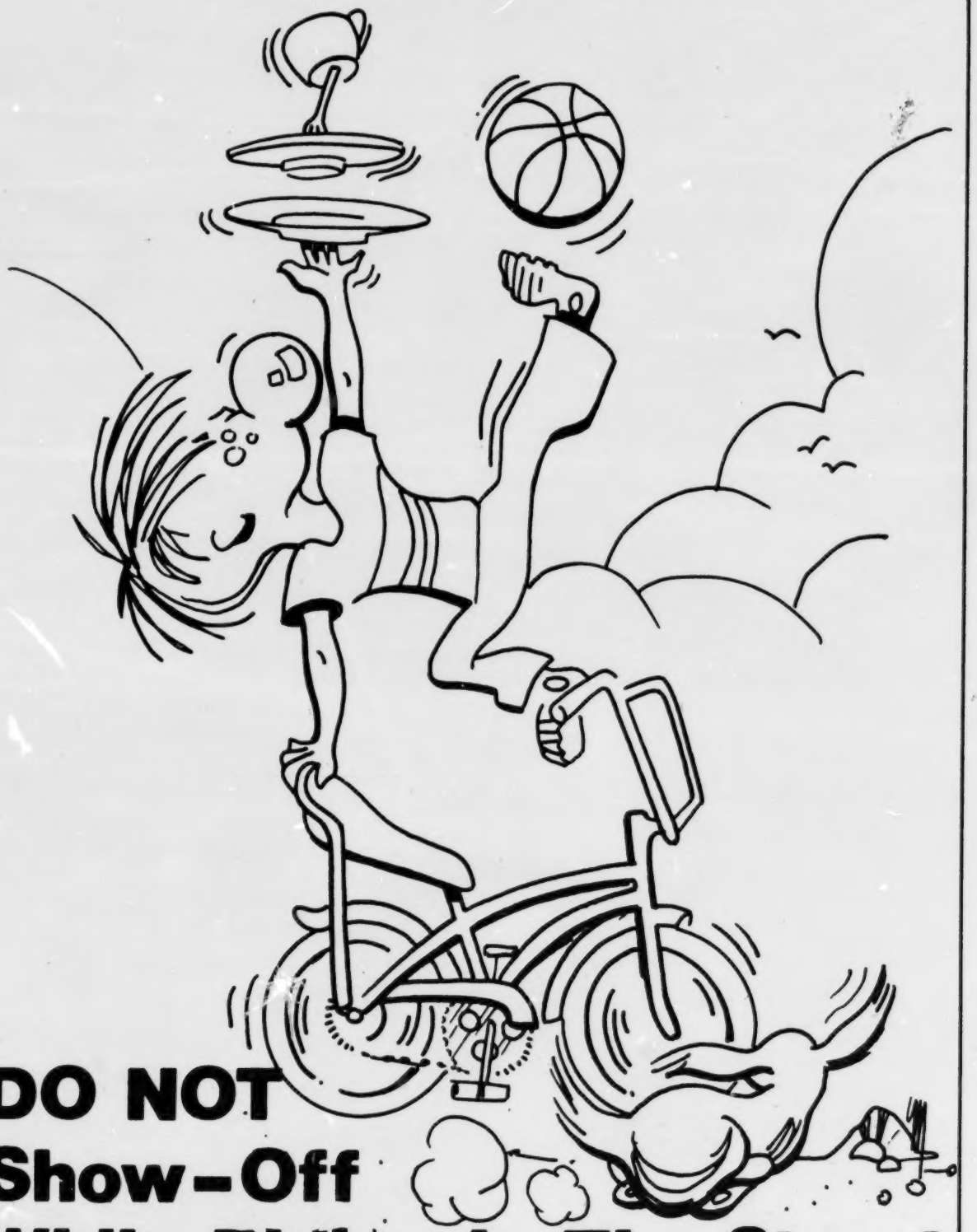
SEE, BE SEEN, AT NIGHT - PICTURE THREE

1. What have the bicyclists in the picture done so they will be able to see and be seen more easily at night? (Headlight, reflectors, light clothing)

2. How do you think drivers of cars and trucks feel about this? Would they like it? Why?

3. How do you think a car driver feels when he's driving at night and suddenly sees a dark bicycle and rider on the street right in front of him, and has to swerve to miss hitting the bicyclist?

4. What else can bicyclists do to be seen more easily at night? (Reflective tape, flags, light or white clothing, etc.)



DO NOT
Show-Off
While Riding In The Street

THE BOY SHOWING OFF IN STREET - PICTURE FOUR

1. What is the bicyclist doing?

2. What might happen when bike riders show off in traffic? Why is it dangerous?

3. Have you seen riders show off while riding in the street? What happened? What could have happened? Tell us about it. Could the danger have been avoided?

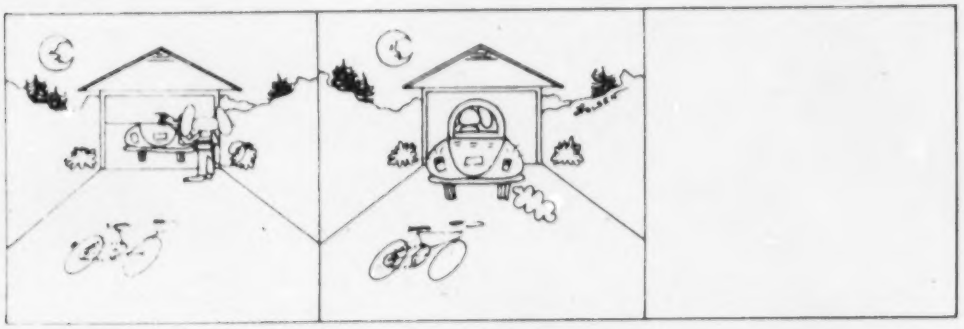
4. How do you think drivers feel when bicyclists are showing off in the street?

BUNKY'S BICYCLE

One day when Bunky was riding his bicycle in his driveway, some friends came by to play with him. Look at the cartoon. What happened? Fill in the blanks under each picture to tell the story.

1. _____ 2. _____ 3. _____

_____ _____ _____



4. _____ 5. _____ **Draw what you think happened here!**

_____ _____

REMEMBER TO PUT YOUR BIKE
IN A SAFE PLACE
BEFORE YOU GO ANYWHERE!

Where should Bunky have put his bike? _____

WRITE A BICYCLE REBUS STORY

USE PICTURES FOR SOME OF THE WORDS.

HERE ARE SOME SAMPLE DRAWINGS:

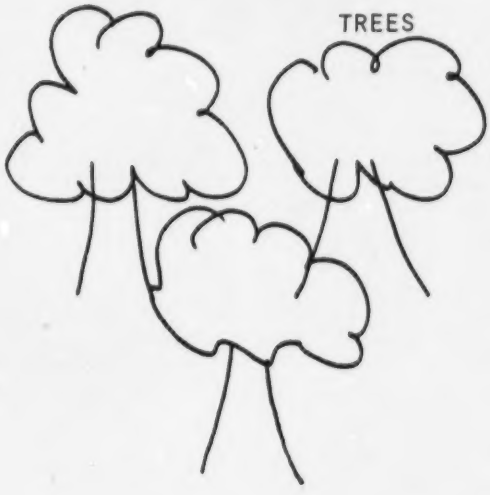
BOY

GIRL

I

BIKE

HOUSE



TREES

ASSESSMENT NAME _____

Circle each of the courteous, safe things a bicyclist should do.

1. When I ride on the sidewalk, I stop or move over to make room for people walking.

2. I ride my bike on the left side of the road facing traffic.

3. When I want to turn left at a busy intersection, I walk my bike across.

4. I park my bike on the street by the curb when I visit friends.

5. I always use my left hand to signal when I am going to turn or stop.

6. I don't have a headlight that works, but I ride at night anyway.

7. At the parking lot, I like to ride from between parked cars in order to scare drivers.

8. My bicycle is only for one rider, so I don't carry passengers.

9. I come to a full stop at stop signs before going on.

10. I don't ride my bike in bad weather because it is hard for drivers to see me.

APPENDIX

SUGGESTIONS FOR CONDUCTING

A BICYCLE RODEO

SUGGESTIONS FOR CONDUCTING A BICYCLE RODEO

SPONSORS

There are several groups of people who may sponsor or assist in sponsoring a Bicycle Rodeo at your school.

- Parent Teacher Organizations
- Service Clubs (Optimist, Kiwanis, VFW, etc.)
- School faculty
- Student Council
- High school safety groups
- Combination of two or more of the above

TECHNICAL ASSISTANCE

1. Local Fire Department to provide official bicycle registration.

2. Local Police Department to provide bicycle safety instruction and assist with Rodeo.

3. Twelve to fifteen people to supervise and conduct the tests and perform various duties. The number needed will depend on the number of activities used in the Rodeo and how long the Rodeo will last. (Two people can easily take care of each activity in a three- to four-hour Rodeo.) Two extra people should be available to assist where needed and to keep the program running smoothly.

4. Bicycle mechanic with necessary tools. This may be a father, older brother, high school students or a representative from a local bicycle shop. (A local bicycle shop can show workers what and how to inspect and adjust, if necessary.)

SUGGESTED PLANNING AND PREPARATION PROCEDURES

One month prior to the date of the Rodeo:

1. Contact the school administration and establish the date, time and location the Bicycle Rodeo will be held.

2. Contact the local Fire and Police Departments and arrange for their assistance.

3. Order the necessary materials from the Arizona Department of Education, such as bicycle inspection and score cards, extra Rodeo instructions, etc.

Driver & Safety Education Division
ARIZONA DEPARTMENT OF EDUCATION
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

4. Make preliminary contacts with support groups to find those that will assist with the Rodeo and make known to them your needs as to services and personnel.

5. If prizes and awards are to be presented, start arranging for their procurement either through donations from merchants or purchase, or both.

   Some groups prefer to give out one or two big prizes, such as a bicycle, and some groups prefer to give out several small items, such as flags, reflectors, headlights, etc. It is helpful to give out attendance prizes each hour to participants since two- and three-way ties are not uncommon for the skill tests. Free reflective tape to put on bicycles is available through VFW and TRAGYC organizations. (TRAGYC – Traffic Representatives of Arizona Governor's Youth Council.)

Two weeks prior to the Rodeo:

1. Confirm Rodeo schedule with all people involved and get firm commitments for their services and support.

2. Check to be sure that all equipment, materials, and prizes needed for the Rodeo have been obtained, or that they are reserved for pick up just prior to the Rodeo date.

Basic Equipment Needed and Possible Sources

Cones, stop signs, and directional signs – as required by the skills tests used. These may be available through your local high school's Driver Education Program or through the Police or Highway Departments.

Limer and lime – for marking skill test areas. May be available with cones and signs or from your school.

"Bicycle Skill Test" instructions and diagrams, attached.

"Bicycle Inspection Cards" – free from Department of Education.

Tape measure.

Tables for registration, prizes, refreshments, etc.

Wrenches, pliers, screwdrivers, hammer, lubricating oil, rags, etc. – for adjusting, tightening, and lubricating bicycle parts.

A stop watch may be required for "Slow Rider" skill test.

A portable public address system is helpful for making announcements and controlling participants.

The day of the Rodeo:

1. Plan to have all equipment, material, and prizes, and several people available at least one hour prior to the start of the Rodeo to set up registration facilities and test areas.

2. All people assisting with the Rodeo should arrive at least 30 minutes prior to starting time to be briefed on their assignments.

MISCELLANEOUS INFORMATION

Approximately 40 bicycles per hour can go through a smoothly operating Rodeo.

School Rodeos tend to attract up to 20 percent of the school population.

A Rodeo scheduled for three or four hours is generally sufficient and is the most efficient use of manpower.

Registration and licensing of bicycles can be done the day before the Rodeo. Classes registering bicycles can be rotated.

Refreshments may be sold to help pay for prizes. Fund raising should be Secondary, however.

If the Rodeo is part of a SAFETY PROGRAM, some possible concurrent safety activities are:

- Safety presentations by the Police or Fire Departments
- Safety films shown by Traffic Safety groups, such as AAA.

If two or more schools combine for a Rodeo, a centrally located shopping center or church parking lot may be preferable to the school parking lot.

BICYCLE SKILL TEST

INSTRUCTIONS

PART 1

INSPECTION

To determine the mechanical condition of the bicycle.

Inspect bicycle and check defects on inspection blank. Be sure the bicycle is in a safe mechanical condition. 50 points perfect – Subtract 5 points for lack of lights, reflector, horn or bell, or any other missing device. Subtract 2½ points for broken devices, loose handlebars or other equipment in need of repair.

PART 2

BICYCLE ADJUSTMENT

To determine if the bicycle is properly adjusted for the rider.

The rider sits on the seat with the heel of one foot placed on the pedal which is at the lowest point. The hands grasp the handlebar grips as though riding. An assistant should hold the bicycle and rider in balance. With the rider in this position, the upper part of the body should be inclined slightly forward. 25 points perfect – Subtract 5 points for each failure to meet the following standards:

1. The leg and thigh and the heel which is on the low pedal should form a straight line.
2. The seat should be parallel to the ground.
3. The upper part of the body should be inclined slightly forward.
4. The handlebar grips should be at right angles to the handlebar stem.
5. The handlebar grips should be approximately the same height as the saddle.

PART 3

THE BALANCE EXERCISE

To test the primary sense of balance while mounting the bicycle.

Two parallel lines, 6 inches apart and 75 feet in length. Place obstacles, such as stone or blocks, every 6 feet, staggering them as illustrated in the attached diagram. Place left foot on the left pedal with right foot on the ground pushing bicycle. Both hands on the handlebars. Rider to stay in this position the full length of test, then mount bicycle. Young riders can develop a sense of balance as well as a sense of momentum in turning. It

emphasizes and makes clear how slight a swing of the front wheel serves to reinstate the balance of the rider when he starts to topple. It trains for straight riding. 35 points for perfect – Subtract 1 point for each time the wheel touches the line, 3½ points for each obstacle hit, 5 points for lack of control, and 5 points for incorrect posture of rider.

PART 4

MANEUVERING AND CHANGES OF BALANCE

To test change of balance required by intended change in direction.

Two touching circles, each 20 feet in diameter, two inside circles 16 feet in diameter, ride as close to the inside circle as possible without touching the line. Ride the figure "8" two times.

Traffic frequently demands that a bicycle rider change his direction without warning. It tests the ability of a rider to shift his balance and his direction. 35 points for perfect – Subtract 1 point for each time wheel touches line, 5 points for stopping or touching foot to ground and 5 points for incorrect posture.

PART 5

SLOW RIDER EXERCISE

To determine the ability of the rider to balance himself satisfactorily on a bicycle.

(Same diagram as test 1.) Use a stop watch, or watch with a second hand. Instruct the rider to mount his bicycle 5 to 10 feet at rear of starting line and ride between lines the full distance in not less than 25 seconds. Riding fast makes balancing easier. This tests the rider's ability to balance himself on the bicycle and ride straight while moving at a slow speed. 25 points for perfect – Subtract 1 point for each time the wheel touches line, 1 point for each second under 25 seconds, 5 points for each time the foot touches ground, 5 points for incorrect posture, and 5 points for each obstacle hit.

PART 6

OBSTACLE COURSE

To determine the ability of the rider to control his bicycle satisfactorily in a limited space.

7 blocks, approximately 1 foot square, placed staggering on an imaginary line, 5 blocks 14 feet apart on one imaginary line and 4 blocks 15 feet apart on second imaginary line 7 feet from the first line as illustrated. Starting line 10 feet from the first block. Rider instructed to ride past first block and turn right. Circle second block, the third block, etc. After finishing course, return to starting point. 25 points for perfect score – Subtract 5 points for touching block, 2½ points for too wide a turn, and 5 points for touching foot on the ground, or falling.

PART 7

SIGNALING, TURNING, MANEUVERING, AND STOPPING

To test the rider's ability to read signs, give proper hand signals, turn the bicycle, be able to judge distance and stop the bicycle by using the brakes. To develop correct habits for riding bicycles in traffic.

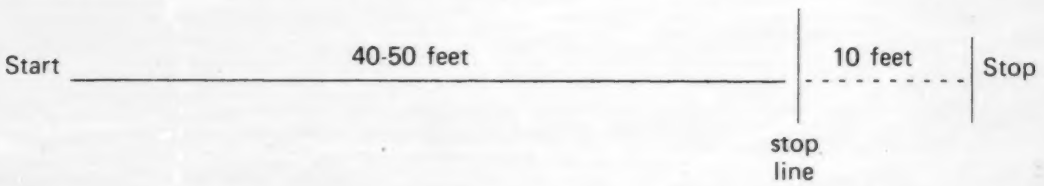
55 points perfect score – Subtract ½ point for each inch over 12 inches from stopping bar. 2 points off for incorrect hand signal, 2 points off for hands not on handlebars when turning, 5 points off for no hand signal, 5 points off for wrong lane riding or turning, 5 points off for running through stop sign, and 5 points off for stopping beyond white stop bar.

PART 8

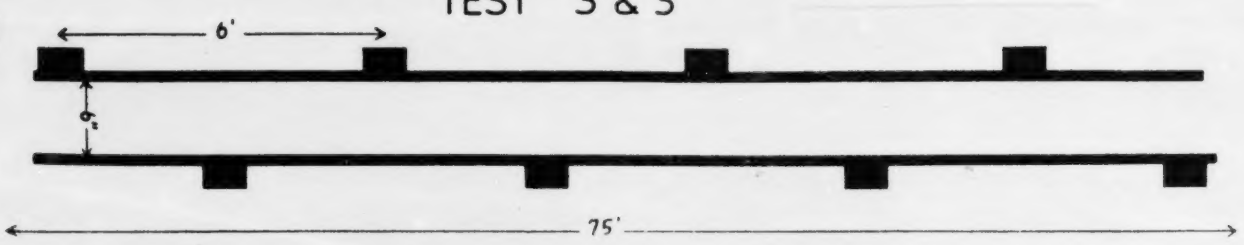
TESTING BRAKES

To test bicycle brakes and make sure they are adjusted properly and are in good working order.

Measure off a straight area 50-60 feet long (15-18 meters) with a stop line marked approximately 10 feet (3 m) from the end. Have bicyclists speed up to the stop line, and apply their brakes at the stop line. They must stop within 10 feet after braking without using their feet to stop. 25 points for perfect score – Subtract 5 points for each extra foot needed to stop. 0 points if one or both feet were used to stop.



TEST *3 & 5



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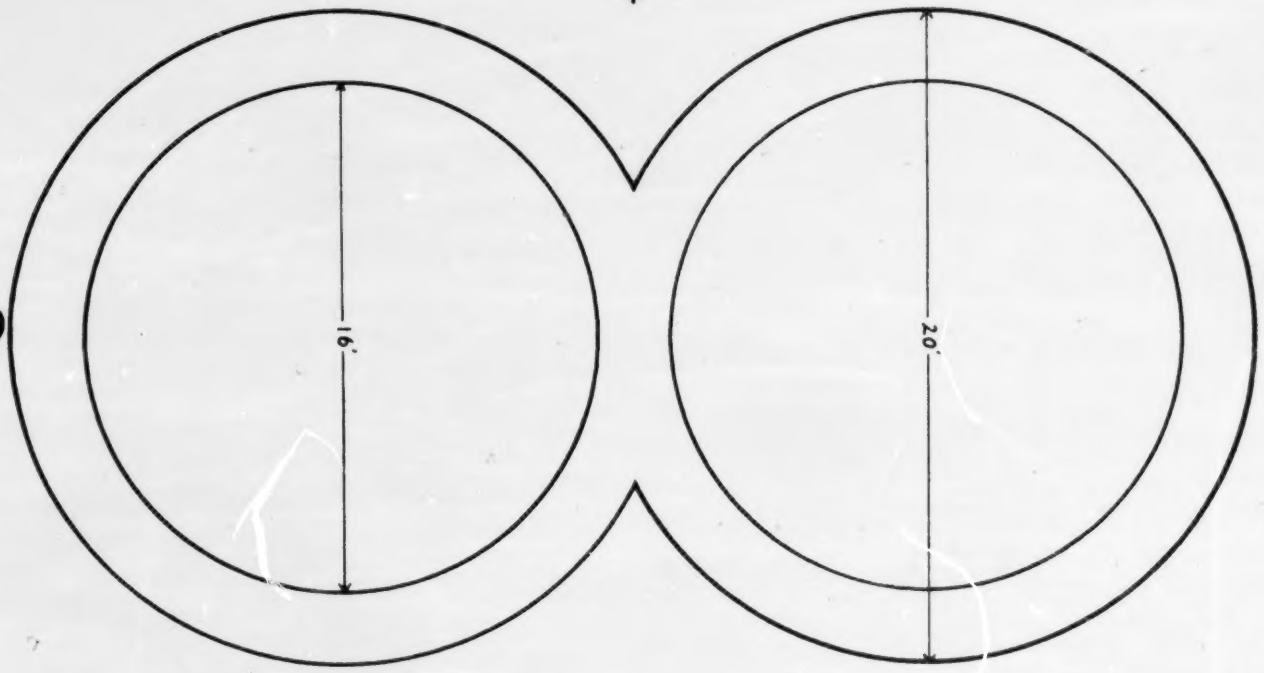
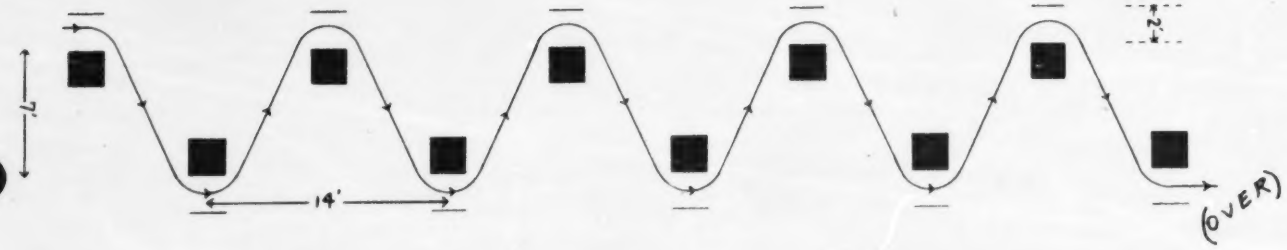


TEST *6



(OVER)

TEST *7